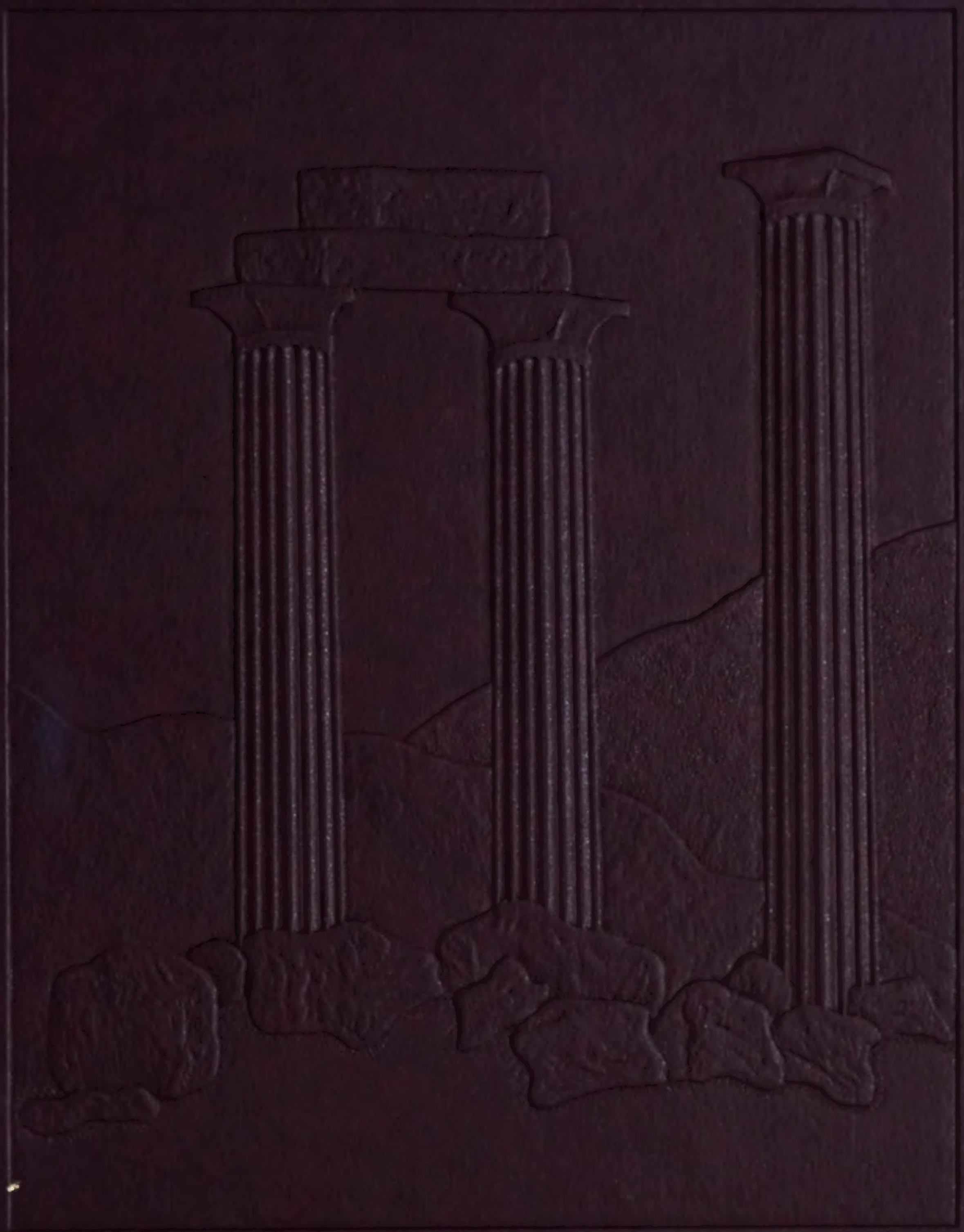

"The Unexamined Life Is Not Worth Living"

-Socrates

Goshen College MAPLE LEAF 1991

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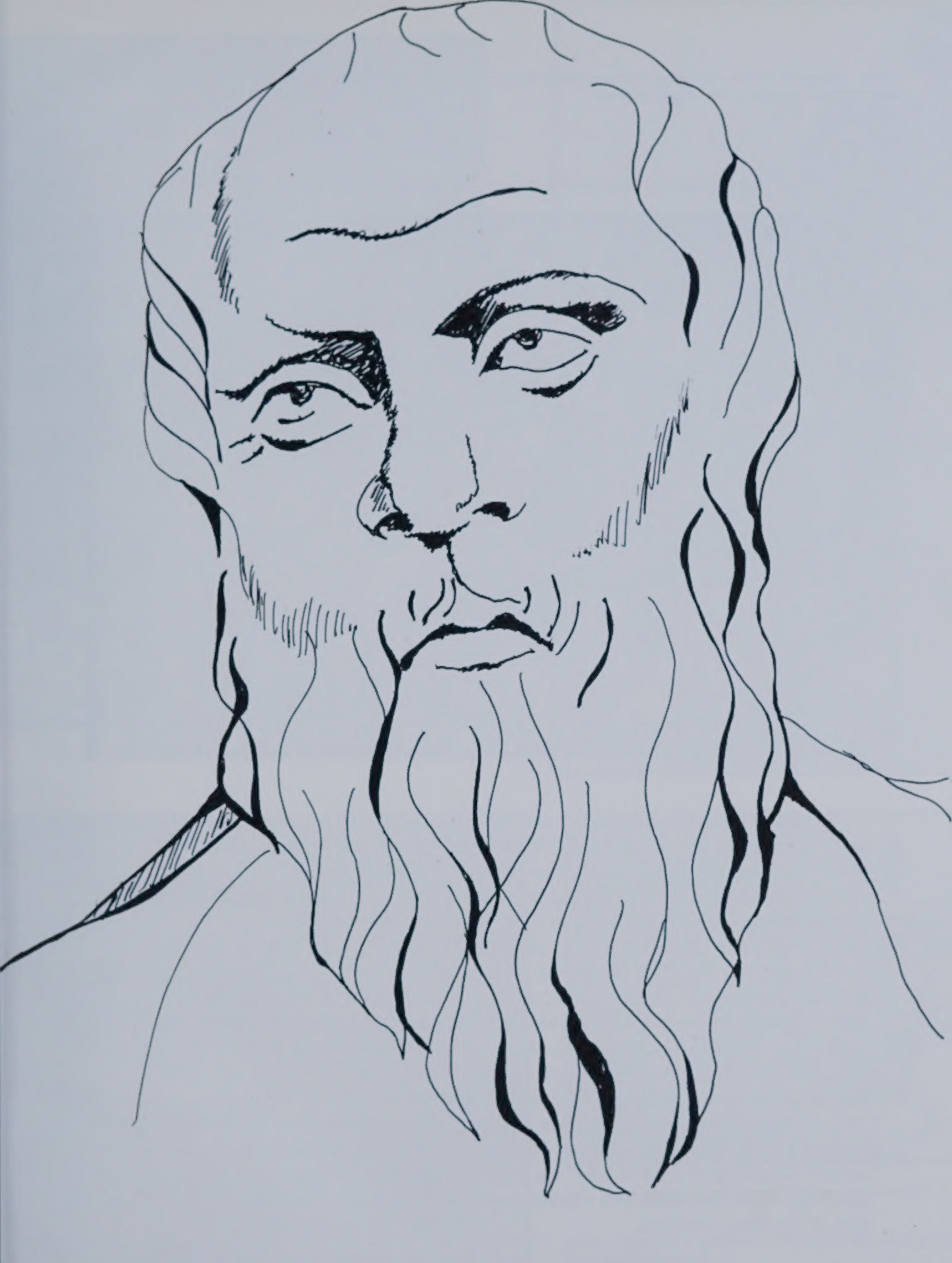
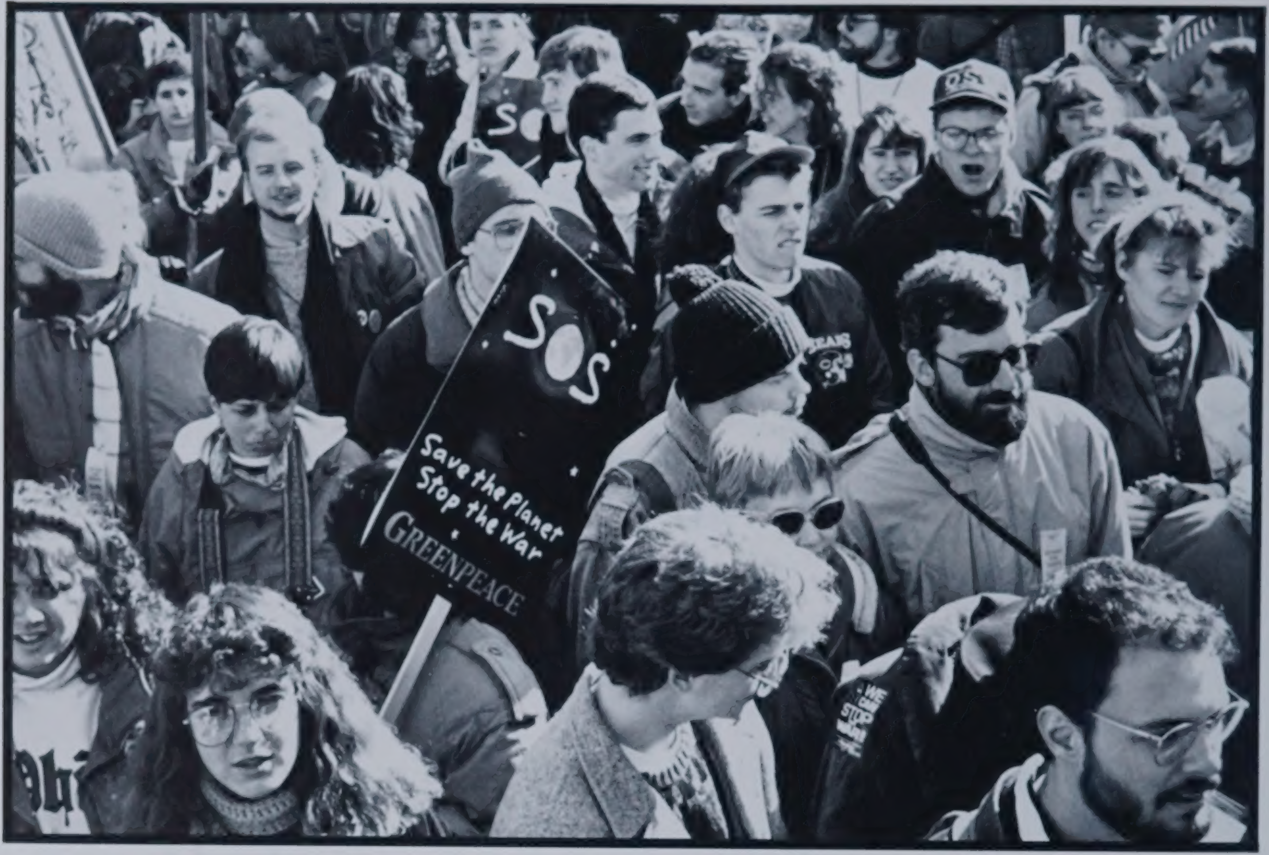


GOSHEN COLLEGE MAPLE LEAF

A. D. 1991 Volume LXXVI

Right. Persons from both the college and the community of Goshen took part in a silent march to mourn the coming war against Iraq. The march had a large turn out.

Below. Goshen College students and faculty participate in a march on Washington to protest the U.S. war in the gulf.



Once in a while education does exactly what it is supposed to do: it catches us by surprise and leads us down a path of questions. At those moments when we begin to ask the difficult questions of life, life becomes more frustrating and challenging than ever. Yet, those are the moments when our individual lives take on new meaning and worth.

This year brought all of us at Goshen many difficult questions. We faced questions about the sanity of a world that could find no better way to deal with a bloody dictator in Iraq except by increasing the bloodshed; questions about the way our world, our community, and our church treats minorities and women; questions about our responsibility to the downtrodden; and most important questions about our faith and our relationship to God and how faith affects our lives.

These moments of reflection will stay with us long after many of the memories of Goshen have faded. Hopefully, this book will help you recall some of these memories of how we began to grow up at Goshen in 1991. I also hope that this book will remind you in the years to come of the lighter side of Goshen. Shalom. --Steven Armstrong

Left. Art professor Marvin Bartel creates at his wheel.

Above. Everyone is on hand to help out when Ad 28's new Steinway is delivered.

Above. A few students enjoy relaxing outside with each other.

B. Krause

J. Sakai

Above. Professor Tom Meyers teaches his Principles of Sociology class outside on a warm spring day.

Above and center. First-year student Carmen Horst clowns around at Goshen's annual carnival.

Right. Senior Todd Krieder and first-year student Ifeoma Ezeh kiss at Miller 4th's Kissing Booth. Ifeoma was Miller 4th's only custumer at the winter carnival. She was paid a dollar to kiss Todd.

GOSHEN
COLLEGE
FOUNDED BY THE
MENNONITE CHURCH
1894
PRESENTED BY CLASS 37

THE REPUBLIC

ACADEMY 8-43
FORUM 44-61
AMPHITHEATER 62-79
COLOSEUM 80-99
GALLERY 100-139
GLOBE 140-153
MARKETPLACE 154-171
MT. OLYMPUS 172-176

Above. The physical plant is out in force after one of this winter's biggest snowfalls. Goshen is famous for precipitation of all sorts. A cloud seemed to constantly hang over Goshen.

WAR IN THE GULF

"This country does want war, and we, the youth, will have to die."

American tanks

Peter Turnley for Newsweek

Saddam Hussein's Iraq invaded the tiny but wealthy emirate of Kuwait on August 2, 1990. The two nations were disputing oil rights, foreign debt, and border issues, but Iraq had long claimed that Kuwait was Iraqi territory. President George Bush drew his famous "line in the sand," declaring that this invasion "shall not stand." He convinced Saudi Arabia to accept U.S. troops and began the most rapid military deployment in U.S. history. Eventually, more than half a million U.S. troops were in the region.

Bush and Secretary of State James Baker began feverish diplomatic efforts and, with the consent of the Soviet Union, pushed resolutions on economic sanctions against Iraq through the United Nations' Security Council. They then began building an international coalition of military forces to deter a purported Iraqi threat to Saudi Arabia, eventually gaining Security Council approval for coalition forces to use "necessary means" to evict Iraq from Kuwait.

Meanwhile, the anti-war forces were building steam in the United States and around the world, and many politicians, diplomats, and military leaders favored giving economic sanctions more time to work. GC students began letter-writing campaigns, participated in the "No Blood for Oil" campaign, and the History/Political Science department held two public meetings to examine the situation and its implications for those who follow an Anabaptist peace position.

Through the U.N. Security Council, the United States set a January 15, 1991 deadline for Iraq to get out of Kuwait. In the weeks before the deadline, hopes for peace dwindled despite a flurry of diplomatic efforts, most of which President Bush rejected as useless. Mikhail Gorbachev, the Soviet leader, said he regretted President Bush's "instinct for a military solution," but announced that the Soviet Union would remain with the anti-Iraq coalition. During the last few days, as the world counted the hours to January 15, GC students set up a phone line to call the White House and also faxed letters to the President.

The bombing began just one week into our winter trimester, at about 7 p.m. (Goshen time) on Wednesday, January 16. People were glued to television and radio, trying to keep up with the changing events, and students found it hard to concentrate on studies. Students and administrators together planned a "teach-in" for January 23 in order to focus on matters of peace and war, and classes were cancelled for the day. Many students feared a possible reinstatement of the draft, so males and females alike began working on statements of conscientious objection to military service.

Over 200 GC students travelled to Washington, D.C. for a January 26 peace march. Tens of thousands attended, but senior Andrea Bontrager noted after returning that "mainstream America was not represented by this group. It was the fringes of America — socialists, anarchists, Mennonites, and gay activists. This country does want war, and we, the youth, will have to die."

The peace movement all but disappeared from the scene after that. Americans gave Bush an 80 percent approval rating, dazzled by military technology and spoon-fed news reports censored by the military. Many television networks, radio stations and newspapers turned openly jingoistic, seeking to boost the war effort and to draw a larger audience and higher advertising revenues.

After weeks of relentless bombing, coalition forces began a lightning ground campaign that smashed through and ran around Iraqi defenses. Bush called a halt to the fighting 100 hours later.

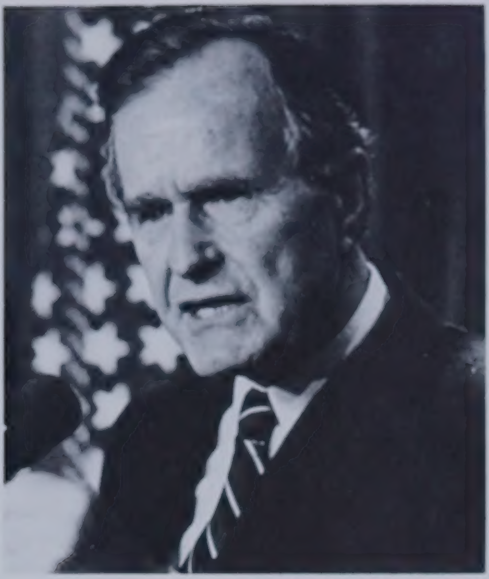
Then rebellions, which Bush himself had called for, began among the Shiite Muslims of southern Iraq and the Kurdish people of northern Iraq. Not wanting to get involved in a civil war, the Bush administration sat quietly by as Saddam Hussein's forces crushed the revolts. Literally millions of Kurds fled to the mountains, and public opinion finally forced the reluctant U.S. government to undertake relief efforts to aid the refugees.

By mid-May, all U.S. troops had withdrawn from southern Iraq, but more were sent to the north to set up refugee camps for the Kurds and to carve out a "security zone" in Iraqi territory. The future of the Kurds and of the Arab-Israeli peace process remained unclear.

—Steve Shirk

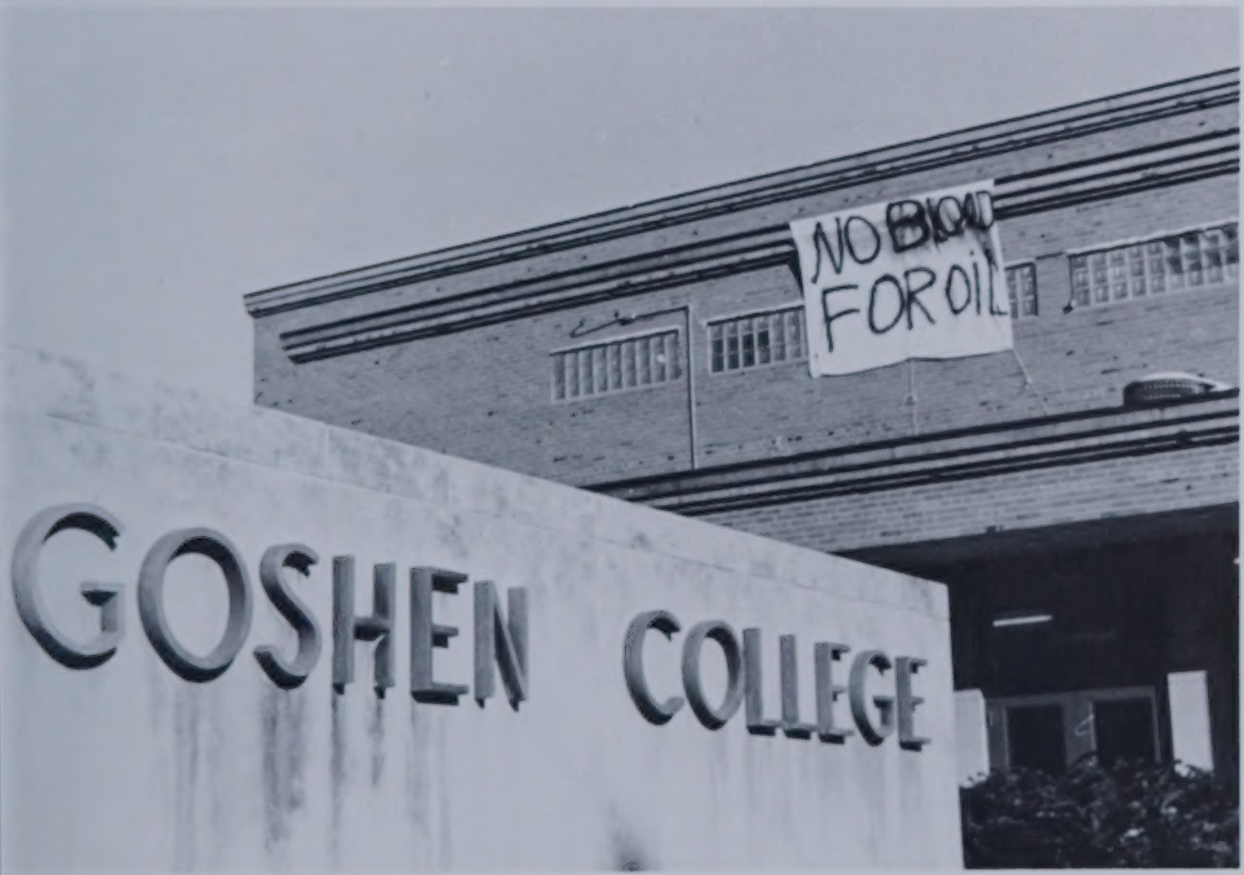
raqi troops

Gamma-Liaison



John Ficara for Newsweek

ABC


NO BLOOD FOR OIL
GOSHEN COLLEGE

R. Esch

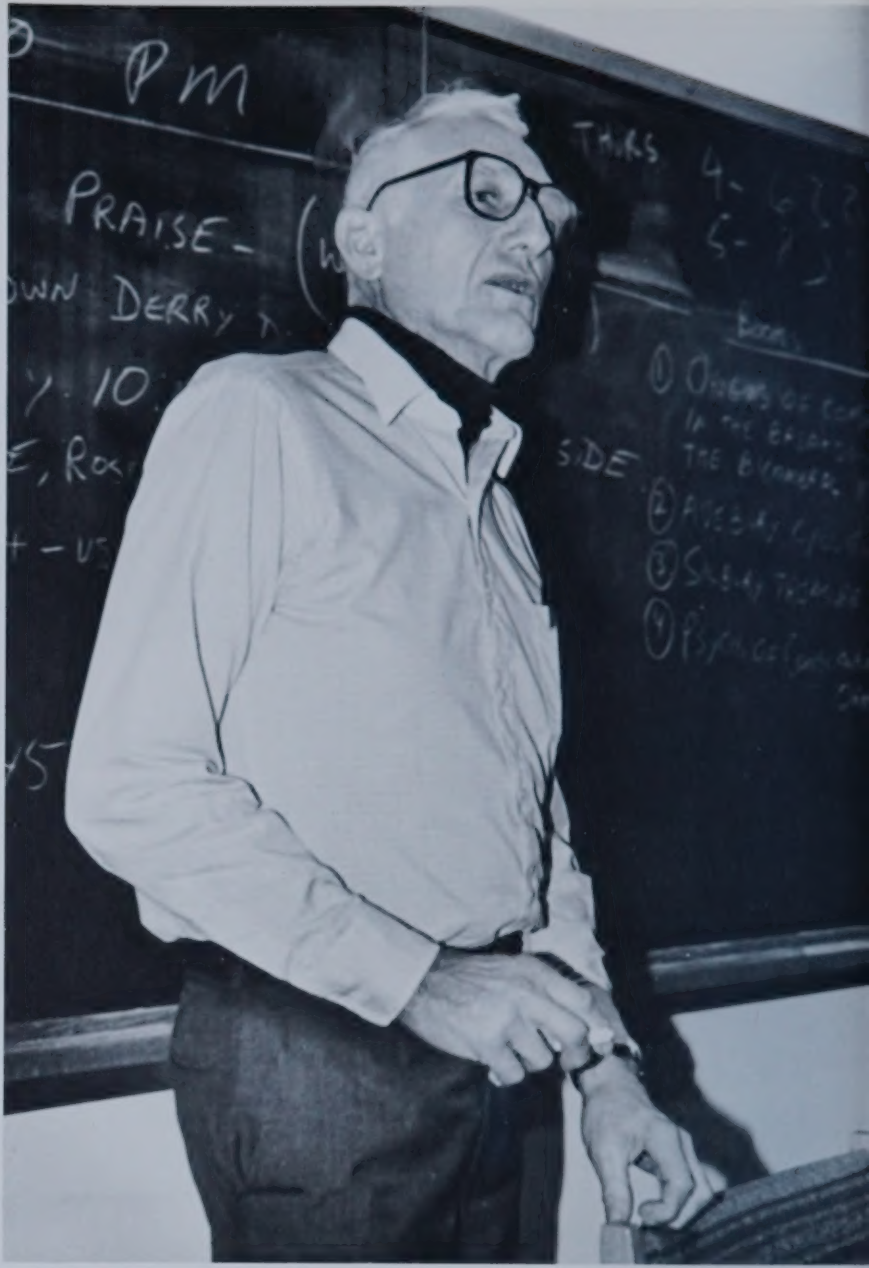
ACADEMY

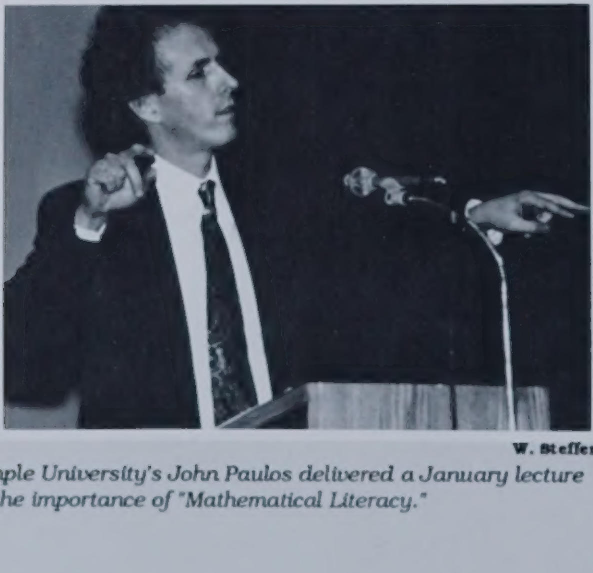
J. Bakal

Poet Nick Lindsay graced the GC campus again this year, delivering a chapel and evening Ad 28 performance ("The Magnificent Storm") in October, and returning in January to lead a perenially popular poetry workshop.

Guitarist Stephen Miller gave a February 15 concert of both borrowed and original pieces.

R. Eash





W. Steffen

Temple University's John Paulos delivered a January lecture on the importance of "Mathematical Literacy."

Ben Setiawan chats with Max Abernathy, former president and current board member of the NAACP. On Martin Luther King Day this year, Abernathy delivered a chapel address entitled "Martin Luther King: What Manner of Man is This?" "Apathy is rampant; it's defeating," Abernathy told the assembeled students and faculty. "We must learn to love."

GUEST SPEAKERS AND ARTISTS

Otis Bowen, former Governor of Indiana and Secretary of Health and Human Services under Ronald Reagan, was the keynote speaker for the Frank and Betty Jo Yoder Public Affairs Series for this year. In a well-attended September 18 Umble Center lecture, Bowen spoke on a variety of public health issues.

Info Services

Urging "serious Christian thinking about practical matters of all sorts," John B. Cobb of the Claremont (CA) School of Theology spoke as part of the Stanley Distinguished Christian Scholar Lecture Series in February.

Info Services

Info Services

BUSINESS, ECONOMICS,

Junior Business major Chan Yew Weng spoke with the Maple Leaf on the reasons for his choice of major and the importance of being prepared.

ML: Why did you decide to become a business major?

YW: Well, one primary reason would be because shortly after high school, I worked in a bank, in the foreign exchange transaction department, for about four months. I like to work in the business world because I think that it is very challenging and exciting, and it changes every now and then. Personally I think working in finance and marketing is so exciting. There are constant changes and new developments, especially now ... when you have computer technology which plays an important part in the business world. One must not forget that in the business world there are a lot of risks that one must take. I want to take these risks someday. Besides that, my dad works in a bank, and more or less most of my family works in commercial firms, banks, or financial institutions, and that, I would say, contributed to my choice—why I chose business to be my major.

ML: You pretty much wanted to be a business major all along, then?

YW: Yeah, pretty much. In high school I took accounting and that's why I think I have a strong base to start off at the college level for a business degree.

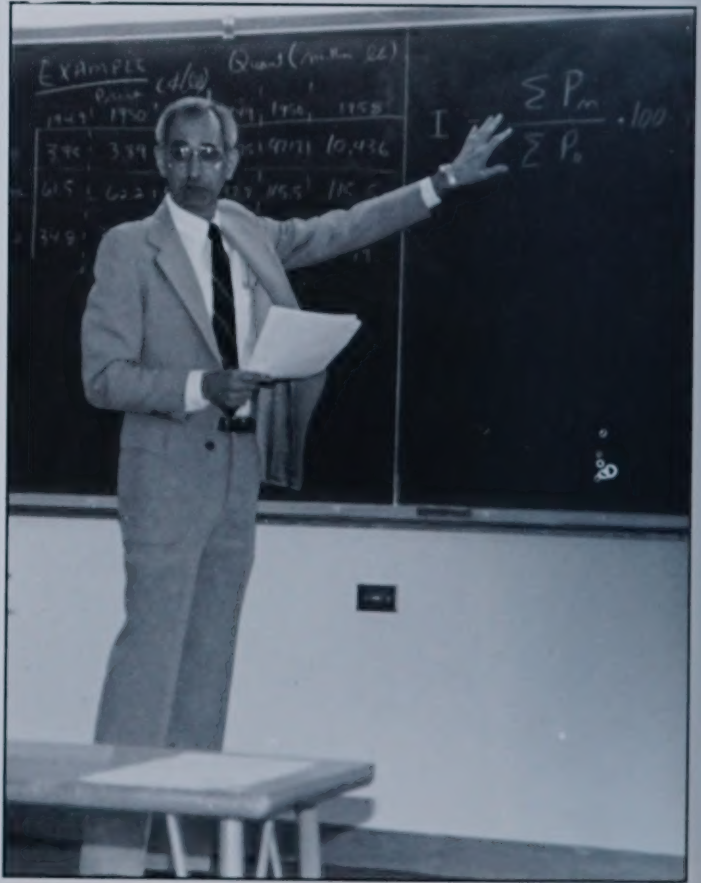
ML: What are some of your favorite parts about the business department here?

YW: Well, I think that the business department is one of the biggest departments here. The profs have a lot of students, but we can get in contact with the them easily. They help us out a lot when we have difficulties, and I think the approach—the method of teaching used in the business department—is good. We view of the business world from a Christian viewpoint, and that's one of the reasons I came here, because it's a Christian college.

ML: The yearbook's theme is "The Unexamined Life is Not Worth Living." How would you relate that to the business department?

YW: Well, I think that I really agree with the theme, because personally I believe we have to really plan our lives. If not, you just really don't know which direction you are

Above. Professor Ron Brunk shows junior Karla Smucker how to use lotus spread sheet.



Right. Professor Delmar Good explains the calculation of inflation to his introductory economics class.

& ACCOUNTING

Right. The Business Department (from left to right): Delmar Good, James Histand, Ronald Brunk, Carolyn Ankney, Maryann Keating, and Len Geiser.

Below and center. Sophmore Steve Leichty, reads the Wall Street Journal--required reading in introductory business classes.

going. It's just like driving on an unfamiliar road and you don't have a map. Well, back to the theme-- in the business world, planning is very important, especially in management. In the couple of management courses which I've taken, I've learned that the main components are organizing, leadership, and control. Successful business activities are planned: strategic planning for long term and tactical planning for short term. Strategic planning is important because it prepares the businessperson for what kind of unexpected events may arise. It's very applicable to the business world because we have to plan very well in the business world, and also in our lives and daily routines.

ML: And so you think that the business department has prepared you for after graduation, when you move into the business world?

YW: The practicum which the department requires is very helpful ... it's real life- - you go out and work maybe ten hours a week in a local business or a firm, and you get into working in a real business situation. If you work in a bank, you might work as a teller or something like that-- you come in contact with people. If you just study from a book, that's very theoretical. The practicum will help us eventually because it puts you in the real world.

Sophmores Pat Leaman, and Bronson Troyer work on mastering the principles of accounting

ART

Our Maple Leaf reporter spoke with Michelle Hummel, senior art major, on her views about art and her experiences in the Art Department.

ML: Why go into art, Michelle?

MH: Many people think of art as not being very practical sometimes. People often say "Well, what can you do with art, how are you going to serve God with art?" There's other things that you can do with art. I feel a need to figure out why art is valid. Art is a part of me, but many people seem to think that art is not valid. We need to go on a quest to prove that part of art valid.

ML: What answers have you found?

MH: I've learned about creativity, which is a major part of anything in life. Creativity is not just for art. People don't really understand creativity. I also think that art has a lot to offer in helping people to understand things in new ways. Also, I think that symbolism is looked at, but not taken seriously enough. Symbolism does have a great power. If it's used appropriately, it can really help clarify things and deepen understandings.

ML: For example?

MH: Many people reject art. They think that you should just come right out and say what you mean. Jesus, for example, did not always say exactly what he meant and often spoke in parables that makes one think on different levels. Artwork often has that same quality. There's often meanings behind the subjects represented or how they were presented that give the artwork more meaning. And, this holds true for any artist that's doing anything. Art is about levels of meaning.

ML: How has studying art at Goshen changed how you thing about art?

MH: Well, I think a lot about how art relates to my faith. And, just that aspect alone changes how I look at art when I look at it though my faith. It's not just a pursuit of beauty or some obscure kind of meaning but pursuit of an answer to the question: how does art relate to my faith.

ML: What can you tell most of us who aren't artists ourselves, and who don't understand art? How we can do that better?

MH: It's important that you take art seriously and that you do think about the meaning of art on the different levels. If you don't understand it at first glance, maybe

Above, Abner Hershberger gives some valuable counsel to sophomore art major Gail Hess

Our Art Department: Randy Horst, Judy Wenig-Horswell, John Mishler, standing; Abner Hershberger and Marvin Bartel, sitting (the duck is not currently part of the faculty).

ART

ns painting

Ramona Enns, junior art major, concentrates on perfecting her technique.

ere's more that you could find out about it y either talking to the artist or someone who nows about it, and in so doing begin to iscover all the buried truths and treasures in . As far as making art, don't underestimate ourself—so-called artistic talent is some-ing that can be developed.

ML: Do we glorify artist too much in our society?

MH: I haven't felt it. But that might be more in my culture because in the Mennonite culture and there's a lot of beliefs that seem to run in conflict with art. In the Mennonite community there are some traditional understandings that influence the view of art and artists in the church. In the Mennonite tradition art becomes a form of idolatry, where the symbol overtakes the meaning that it has. It's also the believing in the expression of individualism and a form of pride. Aestheticism is part of the flesh and it shouldn't be explored. And as I mentioned before there's a theme that says that you should just come right out and say what you mean. Let your yea be yea, and your nay be nay. Art is just too much symbolism and too much mystery involved. It's not practical. It doesn't feed mouths and clothe people, so what good is it?

ML: What do you think about that whole argument?

MH: I think that art is definitely a service. And as an example, I would look to the area of art therapy. It's really become sort of a healing for a lot of people that are going through struggles and if it helps to heal them, I don't understand why it wouldn't help other people also.

ML: What you were saying about the whole idea of...well your response to the idea that art is idolatry?

MH: Let me say one other thing about the traditional understanding, there's another undestanding that runs through that art must be edifying and therefore artists that maybe show a more negative side of reality, that's just sort of frowned upon, and you just should show all the positive, good things that are happening. And my response to some of these, to idolatry, would be that art is much more about identity. The proper use of art would be to understand it as part of our identity, and let it help us to connect who we are with where we have come from and the people around us. It should help us to understand ourselves, other people, and God, all on a higher plane. It's about understanding social systems and inner feelings. It covers a broad spectrum. It's about identity, who we are as people. As far as it being individualism and showing pride, art needs to be shared. It's about shared meaning. In that sense, art really is a part of community, it's not an individual thing. As far as art being edifying, I think that it needs to be affirming and accepting. But, we need to accept the negative as well as the positive, and take something from both.

BIBLE, HISP. MINISTRIES,

In a discussion with the Maple Leaf, John Zimmerman, a senior Bible and Religion major, explored some of the benefits and one or two important problems with studying religion at GC.

ML: Why did you chose a major in Bible/Religion? When did you decide this?

JZ: I decided before I came to Goshen that I wanted to be a Bible and Religion major. There was a really good picture of Don Blosser in the catalog that I had. And I was sold. I came here to study Mennonite thoughts. I didn't have any contacts with the Mennonites before I came here, and the Bible and Religion department was the best way to find out what the Mennonites are all about.

ML: You wanted to study the Mennonites?

JZ: That's the whole reason I came to Goshen. I didn't know anyone named Yoder—no Mennonites—until I came to this school.

ML: Being a non-Mennonite, and coming here, has the department helped you find out what you wanted to find out? Or maybe you found out things that you didn't expect?

JZ: I'm suprised how hostile I am towards Mennonites after being in some of those classes, but I still think that in their aspirations, the Mennonites aren't so bad. They have a lot to offer. If you want to study what the Mennonites believe, there aren't a whole lot of options, other than Goshen, and the Bible department is the best place.

ML: Why were you interested in Mennonites? If you had no contact, where did you gain contact? Why did you want to come here and learn about Mennonites?

JZ: Actually, some things that I had read and other kinds of studies that got me in touch with them, like *The Politics of Jesus* by John Howard Yoder. Surprisingly, when I wanted to come here, I was mistakenly under the impression that John Howard Yoder was hot at this school. I've been really impressed with his teachings. They are consistent with some of the conclusions I have come to, and so I wanted to learn more about them.

ML: You still feel that way? That particularly Yoder's book still fits with some of your beliefs?

JZ: Yes, the whole approach of emphasis on discipleship, and a meaning to the gospel beyond just centering on heaven, on another world. As I read the Gospels, I think that discipleship, a life guided by the principles of the Sermon on the Mount, is what they're talking about. And, you get that in the religion department. Here you get all views. It's a really broad spectrum in the department, from pretty conservative views to just really completely nuts.

ML: You do believe that there is a broad spectrum?

JZ: From Caleb Miller to Ruth Krall, it pretty much covers everything.

K. Mull

Ron Collins, Bible, Religion and Hispanic Ministries professor, talks to Stefan Weber, sophomore student from Germany.

Top center, Rafael Falcón discusses the nature of the family in a Hispanic Ministries class.

RELIGION, PHILOSOPHY

J. Sakai

Above, the Bible, Religion, Philosophy, and the Hispanic Ministries departments (left to right): Caleb Miller, Don Blosser, José Ortiz, Marlin Jeschke, and Ruth Krall.

J. Sakai

Religion professor Marlin Jeschke makes his point.

ML: You've said the best way to study Mennonites is in the religion department here at GC. Well, is that also the best way to study other faiths or test your faith?

JZ: Because of the diversity of the department, everybody can find at least a couple professors that they feel comfortable enough with that they can really learn a lot from. And, I don't think that anyone really feels completely alienated by the points of view, because the points of view are so diverse. But, I'm not sure how great a place it is really to have your faith strictly challenged in some ways. There are some classes that accomplish that, it just depends on the professor. Some probably concentrate too much on showing inconsistencies in Christianity without really noting that there are any positive points about it. Also everybody in the department that I've had to deal with is pretty accessible in discussions outside of class, I've learned more outside class than I have in class.

ML: How has the department helped your plans for the future? You've been interested in Mennonites, but you're Lutheran correct?

JZ. Well, I go to a Mennonite church. I haven't joined the Mennonite church. I'll probably eventually join the Mennonite church. There's a good chance that I'll end up teaching. If I teach religion in a high school, as I plan, I'll probably teach it from a pretty Mennonite perspective. There's also a good chance that I'll end up doing some studies in peace. And, if I go to seminary, it would probably be either a Mennonite seminary, or I'll design my study to at least have some kind of Anabaptist orientation. It's not so much that the department's effected me...I mean it's why I came here in the first place, but, I think it has helped me to answer some of the questions that I had about Anabaptist beliefs.

ML: And has it left some unanswered?

JZ: Well, I had idealized Mennonite beliefs some, and when I came here, I was kind of disturbed to see the same kinds of problems in many modern, recent Mennonite teachings, as I see in teachings of other denominations. But, I guess that's inevitable and Goshen's not isolated. For most students, it's probably good, because they haven't been exposed to that kind of thing much. For me, wanting to get as much hardcore, traditional Mennonite belief as possible, it wasn't the ideal, but I'm not a very typical student, coming from a non-Mennonite background.

ML: You do plan on teaching?

JZ: I plan to teach, yes. Social studies and religion, if I can get a job at a Christian high school.

BIOLOGY &

Junior biology and chemistry major D.J. McFadden described his experiences in the departments and some of the ethical issues in his field.

ML: Did you come to Goshen College because of the Biology Department and faculty?

DM: I came to Goshen partially because of the faculty, but more because of the different programs. I wanted to go someplace where they had a strong biology and strong chemistry department because I was really interested in both, and I figured that the strength of the science department should be based on more than just one of the sciences.

ML: So you might go into some field that involves chemistry and biology?

DM: Yes, molecular biology, or microbial biology, those are the two areas that interest me a lot right now. Molecular biology deals a lot with biochemistry, so there's a lot of chemistry there.

ML: Is there a particular class at Goshen, that you've had in the biology or chemistry department that particularly interested you?

DM: The entry level biology course, Biological Principles got me into the gist right away, and I liked all aspects of it. It seems that each course I take, I'm interested in a different field of biology, but with microbial biology which I have right now, that's getting down to where my real interests lie. Microbial is probably going to be one of my more favorite courses. In the winter I have Genetics, which I'm really looking forward to, just because that's where my interests are.

ML: Is there a particular professor that is your favorite?

DM: Frank Bishop in the biology department. He'll never fully retire. I grew up in the area, and he was someone I really respected, so having him in class is a real experience. It's a real joy in the sense that he is invigorating, and enthusiastic about what he's teaching. He takes a real interest in each of his students and I think Goshen is very fortunate to have him. He's just a real asset to the biology department. He just has something about him that makes you want to be interested in biology, making him probably by far, one of the best recruiters for biology majors.

ML: What classes have you had with him?

DM: He taught Biological Principles along with the other profs in the department.

ML: As you know at Goshen, there's a lot of talk about a full education and an education to be good citizens, and I was wondering what kind of emphasis on ethics or on other issues in biology is taught by the department?

DM: Respect for the Earth is taught especially well, I think, at our environmental center Merry Lea with Larry Yoder and Mary Linton. Those two are doing a very good job in environmental education. Ethics come up more in senior seminar, but in other courses, there's less teaching of ethics other than conservation of the Earth. When issues do come up (in other classes), we talk a little bit

Above. Mary Linton shows the Biological Principles class around her laboratory.

Upper right. Chemistry professors Catherine Rakowski, Donald Clemens, and John Yordy.

Bottom right. The Biology Department: James Miller, Stan Grove, Jonathan Roth, Frank Bishop, and Mary Linton.

CHEMISTRY

R. Hochsstetler

in class, about the ethics of some things. But I think that more of that dialogue occurs at an aggressive level in senior seminar.

ML: You mentioned that you're interested in microbial biology or genetics, and there are certainly some issues now that concern ethics. How do you see your education here at Goshen in ethics in those fields? Is that something that will come out?

DM: I think so.

ML: What are the issues at stake?

DM: I think any time one deals with genetics, you're getting down to the basic building blocks of human life; heredity and the potential for controlling life as we know it, controlling what type of humans are going to be generated in the future. People are always asking ethical questions. "How far can you push? Do we have a right to be dealing with tampering with genes?" But there's also another aspect. I think some people would call it the technical—what you do with what you learn—whereas the pure science would be just totally curious about what makes up our genetic material, what our sequences are, and just finding out exactly the blue-print. Coming from Goshen with more of a sense of responsibility and the ideas of justice and peace emphasized through our liberal arts education, maybe what I would decide to research, or what type of research I would do would be influenced. Perhaps I would think through what the consequences would be, and if I thought that adverse consequences might result, then maybe I wouldn't do certain research.

ML: Medical researchers are doing some pretty incredible things with gene treatment in humans. Do you think that they're going too far?

DM: I think that when we start to have the mentality that we have to have perfect human beings, I think that's when we're going too far. I'm not so concerned about the potential biology that's there, the potential for advances, I'm more concerned about the mentality as a whole that we have. I think that when we're trying to create perfect beings, we're going too far, but I don't think that that's just the work of science. I think that science makes it possible, but the idea has to come from someplace. I don't know whose responsibility that would be.

ML: Does the faculty at Goshen have a philosophy that they're guided by on issues?

DM: Maybe in personal dialogue things will come through, but not so much from the classroom setting. I think that the idea in the science building would be that science is the gaining of information. Science is catering to that curiosity that all of us humans have. To be a good scientist, you have to have that curiosity, and you need research for research's sake. I think that most professors would say that there would be some research that they would be hesitant to do. I know Jonathan Roth has said that there was an opportunity for him to possibly do some biological warfare research, and he turned that down. The mentality comes across that you can't just go about being careless or irresponsible in what you do.

COMMUNICATION

Joe Manickam, a senior communications major, described his attraction to communications.

ML: Where are you from and why did you come to Goshen College?

JM: I was born and raised in Thailand. My parents were missionaries in Thailand, but they're from India, so even though I'm an Indian citizen, I consider myself more Thai. I came to Goshen because both my brothers came here before I did, and so I had heard of Goshen through them. Before coming to Goshen I was looking at some other schools, but Goshen had what I wanted and they also offered me the best financial aid out of all the other schools where I applied.

ML: Why did you choose communications?

JM: I'm a mechanic, by profession. I worked for a while, but I got tired of that because I was dealing with cars and machines all day and I wanted an occupation where I could work more with people. I thought with social work I could do that, but once I started to get into the social work field and study it, I realized that I wasn't dealing with machines at all—it was all people, and I didn't like that either. I wanted something that was somewhat in between, so I decided on communications.

ML: This year you're working with the radio station as the student station manager. Can you describe a little bit of the operation of the radio station and some of the things you do with with Ron Johnson—things that he does or things you've learned from him.

JM: Well, my position at the station as the station manager is that I'm Ron's assistant, in essence. That's the highest student position, and, what that means is, I communicate between Ron and the students. If the students have concerns they want to bring up with Ron, I'm the one that communicates it, and vice versa. But also, since Ron can't be there all the time, to answer questions or to help out at the station if they need someone, then I'm there also. In essence, Ron and I work together, and I more or less assist him in his work.

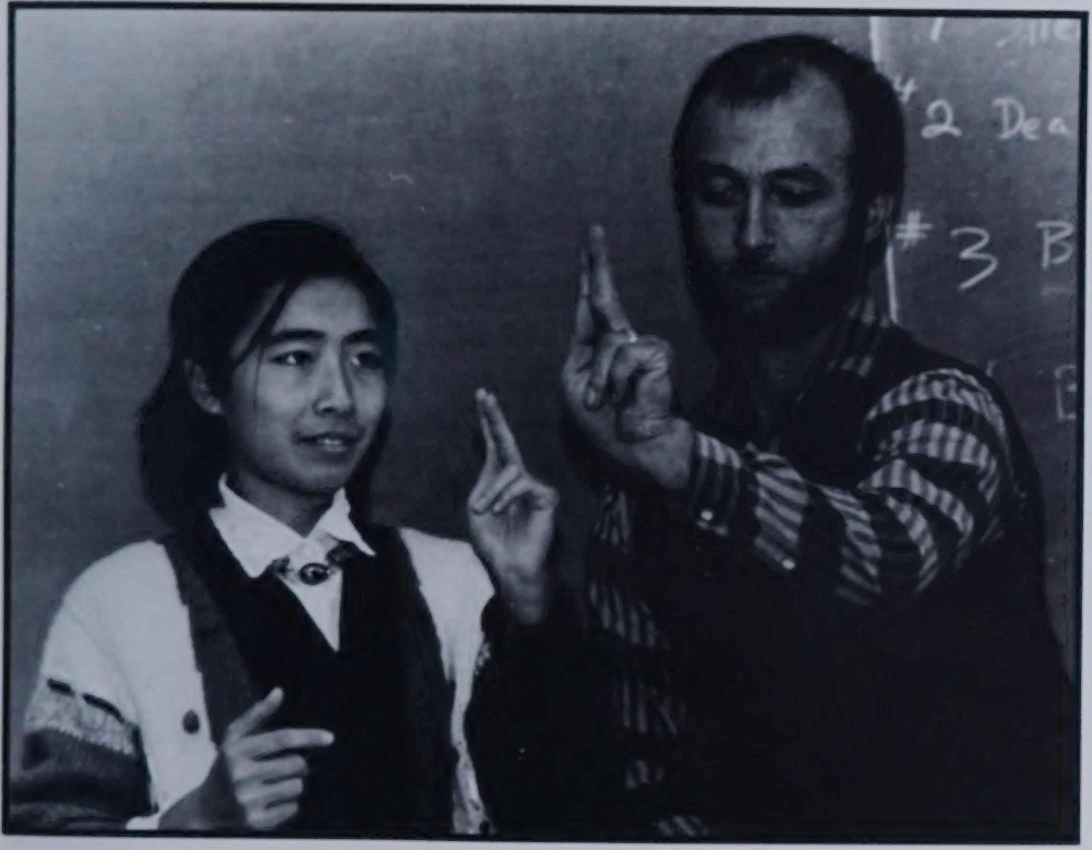
ML: Can you describe some experiences you've had with profs, things that are good or bad.

JM: For the most part, I've always been

Communication Department (let to right); Dan Hess, Ron Johnson, Lauren Friesen, Durell Ramer (standing), Stuart Showalter, Kerry Strayer, Myron Yoder (seated).

Professor Dan Hess helps Mark Sawin make a point.

COMMUNICATION



An Huei Yang practices her sign language with the help of instructor Myron Yoder.

one to speak to the profs on more of a one—to—one basis, and all the profs I've had so far know what they're talking about. There's no one here that is not qualified to be here. I've found profs, in general, willing to help out outside of class also, not only with class work, but also if you have other problems, or things you want to talk to them about, they're open about that.

ML: Can you describe the basic plan of study for a communications major?

JM: The nice thing about being a communications major is that there's no cut and dry plan of study. With communication, you can pretty well build your own major. For example, my interest is in broadcasting; many of the classes I took then were in the broadcasting area, as far as video productions, audio productions, and so forth. I took other communications classes that helped to build those classes. For example, speech class or the expressive voice class which helped me with my radio voice, and other classes that would link into those main classes that I'm taking. In that way, you build your own plan of study along with your professor.

ML: Perhaps if you were interested in journalism you'd take a whole different plan of study.

JM: Precisely. For example, someone that might be interested more in journalism could work for the newspaper and probably wouldn't take as many speech or voice classes. They'd be more interested in taking written communications of one form or another, and they'll be spending more time in that area versus the broadcasting area. But yet, they're both communication majors.

ML: What about theatre?

JM: Theatre would be considered under communications. I guess it's a cross between art and communications.

ML: What do you hope to do when you finish school?

JM: I'm more interested in video production than in broadcasting. I'm also interested in behind-the-scenes work. My goal would be to get a job with some kind of camera crew, maybe a news crew, maybe a movie-shooting crew of some sort. I'll probably start off with a news crew somewhere, something that's a little bit more fast-paced and quick, and then work on movie production.

EDUCATION

Junior elementary education major Lisa Weaver shared her views of the education department and her thoughts on the value of education.

ML: How has the Mennonite environment affected your view of education or your philosophy of teaching?

LW: Studying in a Mennonite environment has enforced the compassionate dimensions of teaching. Teaching involves a lot more than presenting skills. It's the development of a person, a whole person: intellectual, emotional, and, I think, spiritual level too, even in a public school. I wouldn't be the one out there witnessing. I don't think that public school is the place for that, but I think that just by living an example, just by your interactions with the children, I think that it can touch their spiritual life.

ML: What kind of person does it take to be an elementary school teacher?

LW: The most important thing is to enjoy children and to enjoy working with children because they 're who you're with all day long. A teacher needs a good well-rounded education, as well as skills to teach, but the most important thing is to love children.

ML: Teachers say, though, that once you really become a teacher, you realize that because of the restrictions put on you because of curriculum you have to teachor having too many students in your class, you're really not able to do nearly as much as you'd like to do. And, they get really frustrated with that. How do you think you'll deal with that?

LW: That's a real problem, it worries me. Like this summer, I worked at a Fresh Air summer camp outside New York city . I was with fifth and sixth grade girls from inner-city New York. I only had twelve children, but we had our hands more than full ... I found that so much of my time was taken up in just disciplining these children and trying to move them from one place to another. It really is easy to lose sight of what you really want to do because you just try to get through. And so many times, I thought, "Oh, if I only had half this amount of kids, it would be so much easier!". You know, half of twelve. And then you have teachers with classes of thirty in inner-cities. That is a real concern. It's really easy to get burned out, and just think, "Forget it. I just want to get through the day," instead of trying to teach, but that is only some of the time. Other times, there were just some really high moments, some really good moments where I just said "Yeah, I made a connection there, that was a good thing." A lot of what we do we don't always get the positive feedback right there, but since I've been back I've gotten letters from my kids that said that they just enjoyed it so much, that they loved camp. They wish they could be back there, and they learned this, and they did that. The impact we make is not always seen right away.

ML: Do you know what grade you want to teach?

LW: Well, I'd always, thinking about the elementary grades one through six, tended towards fourth, fifth, and sixth—the upper ones. However, I was just in an elementary education class where I was in a second grade classroom, and I love the second grade. Now, I'm kind of reconsidering that I might like the lower grades too.

ML: Do you want to teach in a more rural area or do you want to teach in the inner-city?

LW: I'm actually interested in the city, because it is just a challenging population of children and everything is to the "nth" degree. There are so many extremes there, and it's very challenging and exhilarating. I think I can make an impact there.

ML: Some think the focus at an elementary age should be on teaching the

EDUCATION

Roz Miller enjoys a more informal class setting.

uth Miller Roth interacts with a group of er students.

ducation faculty (left to right): Ruth Miller oth, Kathy Meyer Reimer, John Smith, athryn Aschliman, Anita Lapp.

basics, or on building self-esteem. What do you think is most important to teach?

LW: I believe in a holistic teaching, where you teach the whole person. Of course you have to teach reading and writing, but I would teach them in a way that also develops the rest of their person: their self-esteem, their sense of responsibility, decision making. You can do that through the curriculum: through a reading curriculum, through a history curriculum, social studies, whatever. ... You can talk about decisions and ethics and morals, and so you can teach the actual academic area and the person. A great deal of the learning comes just in the day-to-day interaction the children have. And, the teacher is responsible for setting up the environment in which these interactions take place.

ML: How is it possible to teach morals?

LW: I think that by being a moral person yourself. So, by example. But, also just by helping the kids look at different situations, talk about what different outcomes might be, talk about choices, and just having interaction with each other and making the classroom environment an ethical place.

ML: How do you teach values that are somewhat controversial, and even the ones that are controversial, and as a Mennonite you know that patriotism is accepted in our society, but maybe your family would object if your school tried to instill obedience to country. How do you teach values without infringing on families' rights to teach them?

LW: You encourage the child to make decisions--and if the decision they arrive at is that they want to say the pledge of allegiance every morning, they can. I think the important thing is to help children learn how to make decisions and not just to do something because that is what they've been taught. To help children think for themselves, and to look at reasons and to look at logic, and not just follow a norm, not just follow the tide of thoughts.

ML: How would your beliefs which would be controversial in the public schools especially, and most private schools, on the role of power in society, how would that affect how you teach, if at all?

LW: The role of power is one that the teacher has to deal with because obviously the teacher is "in power" in that classroom. The way you model your teaching role is going to be a lesson to those children in power. I'm not going to have an authoritarian dictatorship in my classroom. I really believe in getting right down there on the same level with the kids. I just did the first session with my class for my developmental reading course, and for all of our introductions and discussions, we sat in a circle on the floor, all of us, myself included. That's a statement of equality and that teacher is not higher up and above than everyone else in that room simply because she or he is the teacher. The teacher has to recognize that she or he is also a learner and that she or he will learn things from my students, they will be teachers to me at times.

ML: How do you keep things from going too far in that direction.

LW: You do need structure. Children want structure to help them feel secure and to be able to give them a starting place from which they can then branch out and start making decisions. Then they are freer to go in a different direction and explore it. Just by being aware of the fact that I do need to maintain respect and control. I do have responsibility for the class so I am in power in that way.

ENGLISH &

Senior English major, Regina Weaver, spoke with our interviewer about an English major and the dichotomy between the practical and the creative in our society.

ML: Regina, a question that I seem to hear frequently is, what do you do with an English major? Or what kind of job can you get with it? How do you respond?

RW: As I see it, the study of English leads in two directions: firstly toward the rational, cognitive, and methodical, and secondly the creative, illogical, and passionate. The former affords occupational opportunities in areas of business, journalism, production, publishing, editing, and law, while the latter offers employments in areas of writing such as feature articles, fiction, and in my opinion, teaching, researching, and general scholarly activities.

ML: Which path do you want to follow?

RW: I personally had to come to terms with the question "am I going to teach?" At first teaching seemed mechanical and practical, all good and necessary, but incapable of sustaining my interest from eight to three on a daily basis. I enjoyed reading and writing. However, this past summer I realized that I could continue the study of literature by teaching college-level literature. I've decided to pursue a Ph.D.

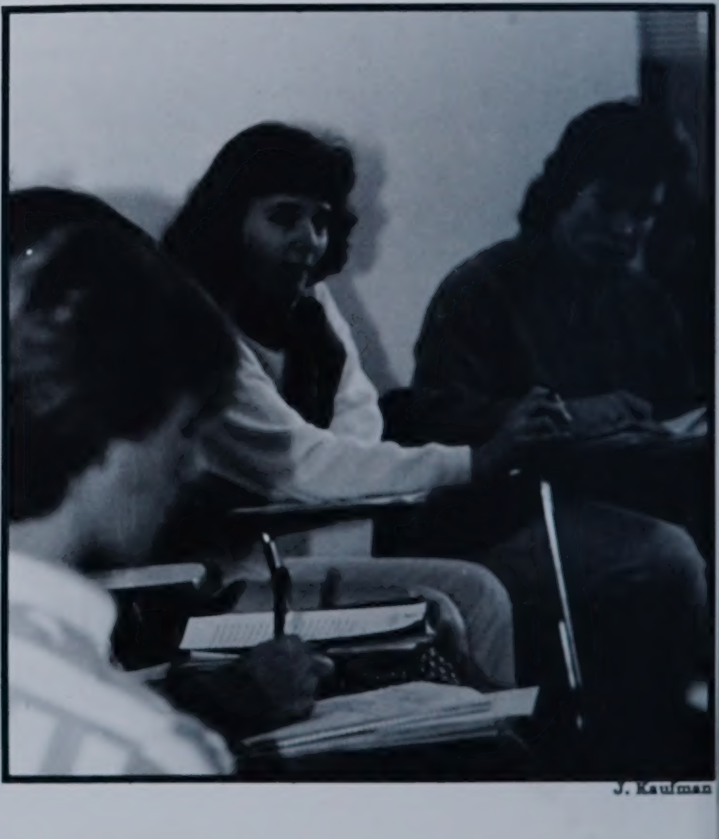
As a professor, I could make a living and still follow my conviction to enhance my knowledge of the humanities. In addition, I would be able to complete what I think to be a sort of calling. By teaching, I can spread the great ideas of art, literature, philosophy and religion, which I feel are being forgotten. I can work at balancing a future-oriented society with the memory of ancestors and societies which preceded ours. I've decided that I am needed.

ML: Do you think that you would need to be a teacher by occupation in order to contribute to society in the way you are talking about? What about elitism in literature?What you're talking about now is the organizational aspect of it.

RW: A lot of writers/poets are teachers as well. But, I see what you are getting at. I think that critics, for example, can become so far removed from a work that they aren't even dealing with it anymore, but just with second-

English professors, (standing, from left to right) Skip Barnett, John Fisher, Wilbur Birky, (sitting) J. Daniel Hess, Shirley Showalter.

J. Sakal



Shirley Showalter discusses poetry in her Study of Literature Class.

J. Kaufman

FOREIGN LANGUAGE

J. Kaufman

Left. English and Communications professor, Dan Hess, watches a student presentation in his Expository Writing class.

ary sources and the critiques of critics and so on. But researchers, for example, are a sort of archaeologists. They dig and dig and travel and go to all sort of physical efforts in order to get a feel for the nature or the source of their study. It can be good and fulfilling if approached with integrity. ... I grew up within the city limits of Goshen--walked to school, played, went to movies and parties, watched T.V., more school, learned to drive, turned eighteen, went on dates, continued school, etc. I don't feel that it would be in my best interest to, let's say learn to weave and then go off in the country and earn an income by selling my woven goods. Maybe someday in the future, but not now. As far the scholarly/elite aspect goes, I think that every true artist must to some extent understand and appreciate the role of the scholar. They need to know something about what is happening around them and what has happened in the past. Most great artists have been educated. They knew history, philosophy, and politics as well as what was happening with their contemporaries. The act of writing itself is the result of some organized intelligence.

ML: How has Goshen College helped or hindered your growth process as an English major? Are there a good variety of opportunities to expand on?

RW: One of the advantages of Goshen College is the opportunity for the student to communicate one on one with their professor. There are no student assistants teaching gen. ed. requirements for example. You're able to meet with the big wigs and get to know them on a personal level if you want. Talking to professors like that can lead to wonderful ideas. They are full of advice. The idea for me to write a grant proposal to the National Endowment for the Humanities sprang from just such an occasion. GC professors have a real interest in their students. The few that I've encountered possess some very special gifts including high levels of maturity and compassion with a true desire to help.

R. Hochstetler

Below. Foreign Language professors: Robert Yoder (Spanish), Willard Martin (German), Rafael Falcon (Spanish), Judith Davis (French).

HISTORY &

Phyllis Martin spoke about her history major and the value of critical thinking with a Maple Leaf reporter.

ML: Why did you choose to major in History?

PM: I decided to be a History major for several reasons. One, I wasn't sure if I wanted to go into education. I wanted to go into a major which was a possible teaching subject. Now that I've been here three years, I know that I probably won't go into teaching, at least right away. I still appreciate my history major for the other reasons that I chose it. The other, I guess, would be a real love of history, and a sense that I enjoy finding out about other times, other peoples, and other cultures. I find that the history department and the history degree helps me in this area because it gives me a broad scope of what the world is like and what events and ideas have shaped it, how people have lived in the world for many years. Another reason would be that I find history a good major in that it helps me to develop skills of critical thinking and analysis as well as looking at the whole, rather than looking at small parts. And, developing a knack for having a broader perspective on things.

ML: What's the basic plan of study for history majors?

PM: The nice part about history is that the requirements aren't rigidly defined as to which specific classes you must take. Apart from senior seminar, which is a two trimester course, and practicum, we can choose the classes that fit our field of interest. We also must take twelve hours of classes in either the social studies track or the humanities track. The hardest part--and the most frustrating--is the seminar paper. We must find a suitable topic with adequate primary source documents, research and analyse it thoroughly, and write a twenty to forty page paper. Apart from the length of the paper, it definitely is graduate- level work.

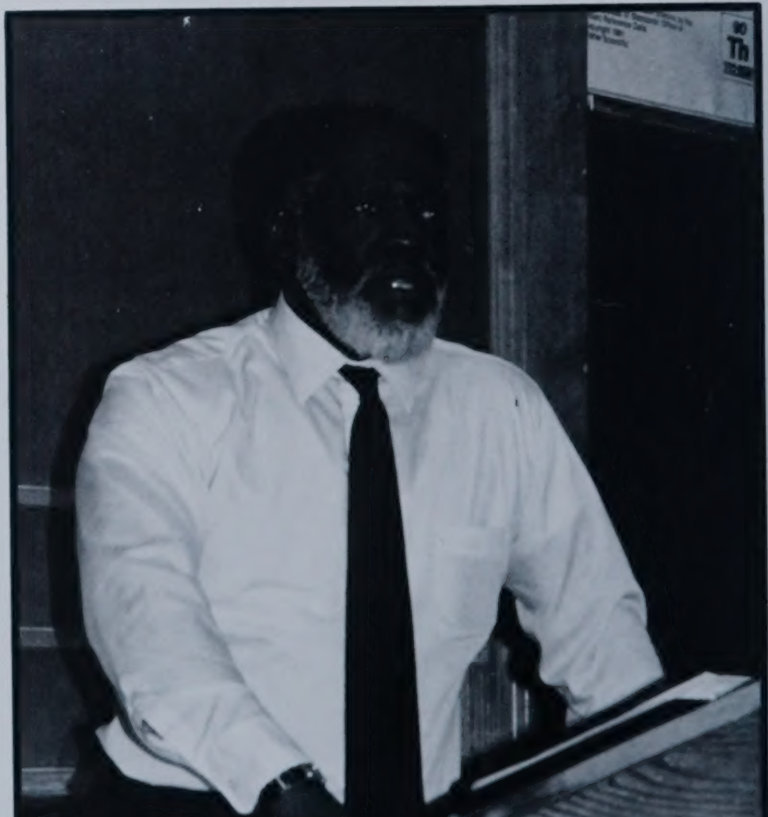
ML: What would you say would be some of the highlights of the history department or being a history major?

PM: I guess a couple highlights would be the classes themselves. In particular, would be First/Third World history with James Hertzler. That class specifically fit in with my desire to know more about other cultures and peoples and especially Third World countries. It was a good overview of the historical problems in these countries, and how it has been progressing in the recent past. And, how countries in the First World can relate and should be relating to other countries in the world. Another highlight would be the professors themselves, their interest in me as a student and as an individual. Since there's not a

Below. History professors from left to right: John D. Roth, Theron Schlabach, and James Hertzler. A recent study quoted said that historians are the happiest of all scholarly professionals. These men are certainly evidenc of that.

J. Kaufman

Below. LeRoy Berry lectures in his Political Science class. Professor Berry teaches two political science classes each trimester for the departmment. In addition he is a practicing attorney at law.



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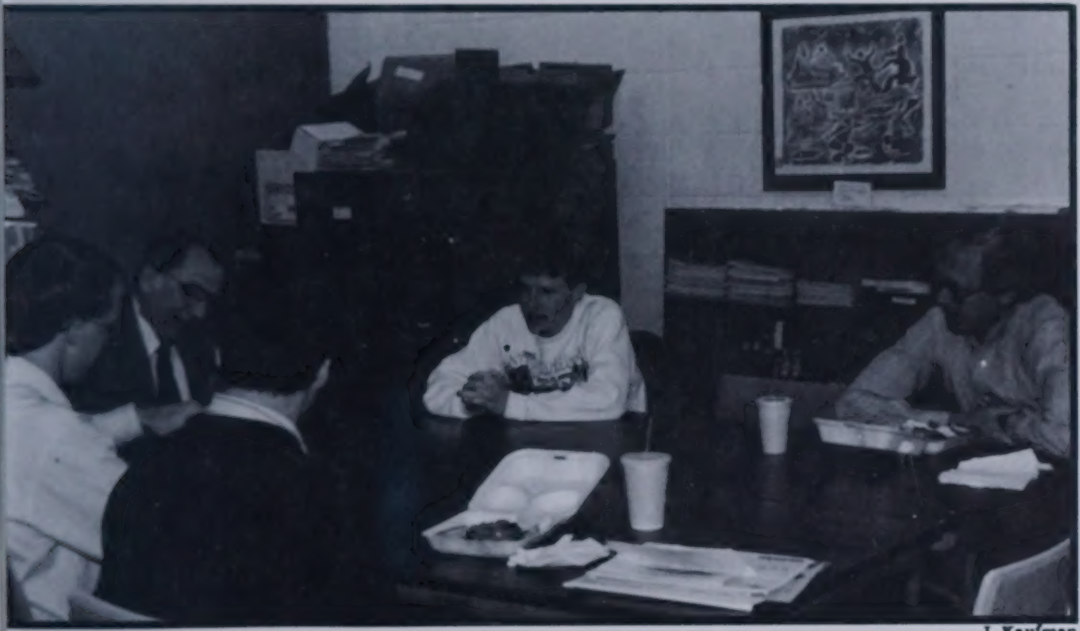
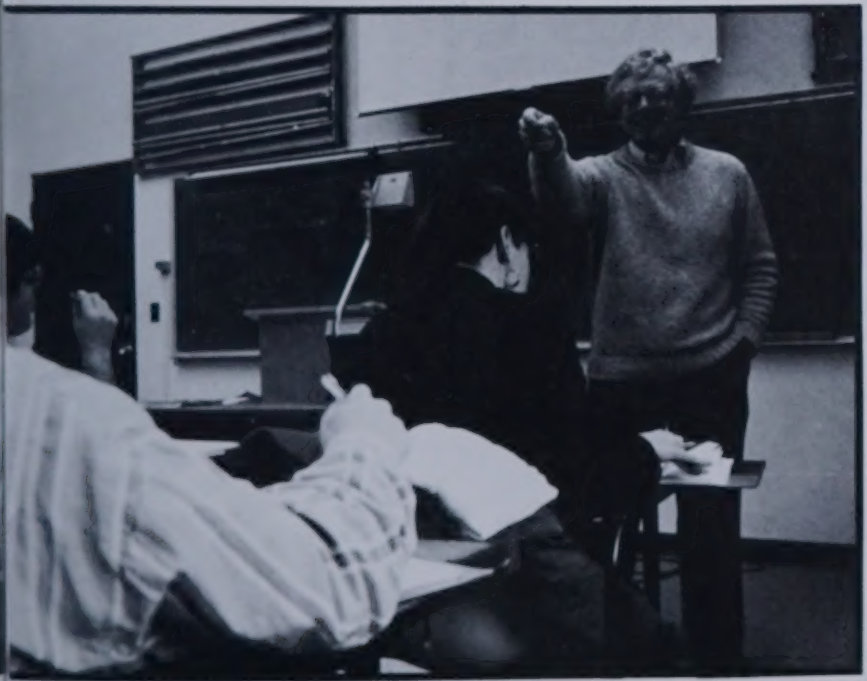
POLITICAL SCIENCE

The History Department sponsored several forums on current geopolitical events like the Kuwait War and the fragmentation of the U.S.S.R. They also had weekly luncheons for history students. Left, Jason Wyse and Philip Bergey join the Theron Schlabach and James Hertzler for one such meeting.



J. Kaufman



Left. James Hertzler sports his winning grin during a lecture in First and Third World History.

K. Hochstetler

lot of students in this department we tend to have the same profs over and over and so its easy to get to know them, and to feel comfortable with them. I like that.

ML: Relating the theme "The Unexamined Life is Not Worth Living" to your major, what does that mean to you?

PM: What I like about history is that it forces you to think. It's more than just learning the facts about what happened. It's learning to think critically and to apply it to who I am as a person and to the world in general. For example, one class--Renaissance and Reformation--gave a background of the Protestant Reformation movement. It taught me things about my past, my Mennonite heritage, and what that means for me today. First/Third World class also really affected my thinking and my understanding of the world as it is now.

ML: What do you think are some of the weaknesses of the History department?

PM: I can't think of something specific. I guess it would maybe just be the selection of courses that we have. It's a small department, and there are basically three full time profs, so the selection of what type of history or what you can focus on could be weakness in that sense. Though, I think that they are trying to include other parts of history and other time periods and places. For example, the new course, World Geography, has been added to fill a void in that area. So I think they are trying to build a better overall curriculum.

ML: Overall, would you say that your history experience has been worthwhile?

PM: Yes, I think its been worthwhile,earning a history degree. The most obvious response I have when telling people is, "Are you going to teach?" Since I've come through the process of not wanting to teach right away, the next question was, "What do I do with a history degree?" And, as a senior this year I am receiving that question more frequently than during my other two years. I usually reply that I probably won't use my history degree in a concrete way, that is, I don't plan on being a professional historian. But again, I appreciate my history degree for the broader skills and understanding that it has given me. I think that it will help me in the long run.

MATH, PHYSICS &

Todd Krieder, a senior physics major, spoke with a Maple Leaf reporter one morning and shared his scattered thoughts about physics at Goshen.

ML: Walk us through the physics department a little bit here. Is there a focus of the department? Different ones?

TK: O.K., the physics department is pretty much divided into two sections that work together, the theoretical and the experimental. Professor Bob Buschart is now retired although he's still active in the experimental along with his successor, John Buschart.

On the other side is the theoretical with Carl Helrich, the department chair. Together they work in the Turner laboratory, which is renowned across the country at, I would say schoolwise, Notre Dame, Northwestern, and other major universities that use Goshen's very accurate results from x-ray diffraction measurement. This is used in both academic research and in industry, the latest research being for Honda company. The Turner lab, especially after the new science building is created, is and will be a productive setting for both industrial and academic research.

ML: Tell me a little bit about some of the other professors in the department--the ones you've had the most contact with.

TK: I have the most contact with professor Carl Helrich who is a theorist, which is the track of physics that I am most interested in at this point. His personality --one that blends rigor with humor--makes learning material usually more enjoyable. Once in a while the lucky student gets a chance to see his artwork in the form of a cartoon in class to better solidify a concept.

ML: Are there professors in the department other than Carl Helrich?

TK: Right now there are two. This year John Buschart and Carl Helrich.

ML: How many physics majors are there?

TK: I've heard that there are thirty-five, although I would say that as far as physics majors that go all the way through to the end, Goshen college probably graduates anywhere from two to ten per year. Right now there are probably thirty -five who are declared physics majors.

ML: There's kind of a traditional stereotype of the physics students as being geeks. Would you say that this is fair at Goshen College or do you say that the geeks would be more individual persons, or in which departments do you think it's true?

TK: Well as you can tell by this interview, I really can't communicate anything I'm trying to say partially because I was doing physics wee hours into the night, but I would say that the image of the ...I'm trying to think of a polite way to say this. I would say the stereotype of the overzealous intellect otherwise known as geekiness, of the physics major at Goshen college is greatly exaggerated. Many of my friends in the department are well aware of social issues surrounding not only their field, but the world in general. They take language courses, they're very interested in other courses besides just physics. In fact that's often been the one complaint of physics majors at liberal arts colleges as a whole, is that they can't concentrate only on physics. But here I feel it's enriching as well as a challenge to try to become a physicist while maintaining a

Right. Professor Mark Oklak helps Pedro Hernandez in a computer programming class.

Below. Professors from left to right.. Mark Oklak, Floyd Saner, (the computer science department); Carl Helrich, John Ross Buschart, Robert Buschart, (the physics department); Ron Milne, and Merrit Gardner (the math department).

J. Sakai

Right. Math professor, Merrit Gardner shows his Calculus I class how to differentiate a sin function.

S. Go

COMPUTER SCIENCE

R. Hochstetler

Left. Physics professor Carl Helrich lectures to his Physical World class. Helrich designed the class to get all of the students involved in a project to build an atomic bomb. Each students plays a part in this elaborate role game including Helrich.

social balance.

ML: Does being a physics major help your social life, or is it something that you try to hide when you're picking up women?

TK: Well, Carl Helrich has often asked in class why we study physics. On a whim, he'll ask this question. And I've often thought of, it's to make money, to entice women, or to build big bombs. His answer is to learn how airplanes work.

ML: Do you care how airplanes work Todd?

TK: Not as much as the first three. No, airplanes are fascinating and so are rockets. I usually try to conceal the fact (of my major) actually, because I don't want them to know especially that I'm both a physics and math major. That's a double whammy.

ML: You mentioned before that one of your reasons for studying physics was to make bombs. How do you say that physics relates to your understanding of peacemaking in the world?

TK: Aside from my facetious comment, I will not use my hours in physics as a means to advance the military instillations in this country. I think that's one misperception that some people have of physics is that young physicist will automatically work for industry or government that involves military. It is true that military does heavily support physics institutions, but there are many fields both in physics and fields that require a blend perhaps physics and another field that are used for constructive purposes. Around the country and including Goshen, there is much more of an emphasis on responsibility aside from the importance of knowledge.

ML: Would you say that your attitude is typical of the department you're in or not necessarily so?

TK: I would say that that's the prevailing attitude of the department. Both professors of physics are actively involved in the peace issue.

ML: Would you say that Goshen offers more of an opportunity to diversify?

TK: Talking with friends at an institute of technology a summer ago, I would say yes, but that's compared to a major university. I'm not sure compared to other liberal arts colleges, but from my experience here, it's even been emphasized in the physics department to get out and, from everything I've always heard, the physics department has encouraged people, their own students to pursue other activities as well as physics. It's been more than just a grind in physics and in fact professor Helrich is an artist as well as a physicist.

ML: He paints or draws?

TK: He paints. He's a painter, perhaps his daughter too.

ML: Have you seen his paintings?

TK: Yeah, he actually went professional for one year. For the professor, that includes his flare for the humanities as well as his sense of humor. He takes an approach to physics ... I'm trying to think of the right words here but, there's a certain slant to their physics that I find enjoyable learning at Goshen College. Did that make sense?

ML: That made perfect sense Todd. As we come to the close of the interview, do you have any closing comments?

TK: I would say that as the saying goes in the department, theorists have more fun.

MUSIC

Beverly Lapp, senior music major, spoke with our interviewer about her relationships with the music professors.

ML: Have you been pleased with the music department?

BL: Yes. I don't know what to compare it to. I've had my share of complaints about politics. In a department like music, there are lots of politics involved, competition, and I haven't always liked that. Even competition between certain faculty. (I don't think you can print that.) Despite the politics, overall I've been really pleased. My first year it was really hard to fit in because I was kind of in awe of the seniors(and) all of the upper-class people, and I felt really intimidated. But it was just so nice to come back my sophomore year. I really could feel like a part of it, and the music department has felt, in many ways, very much like a family.

ML: There's some impressive talent there. You've felt you fit in pretty well with that?

BL: Yes. I think partly because of the fact that faculty and students are very encouraging to anyone who's interested in music. And, you have to work hard and primp yourself in a way.

ML: Let me ask another question. Over the years, has there been a particular class that has really made an impact on you, or a particular program you're involved with?

BL: Yes there has. Private piano lessons since my first year, have definitely been the major source of stress, but also the source of happiness, because I've learned so much. And, I think there's something really unique about a major like this. With music, you can have a special kind of relationship with your professor because of the close working relationship. It's really incredible sometimes, the things you learn.

ML: Say some more about that relationship between the professor and the student in the music department. What makes that special?

BL: Well particularly at Goshen I think, the professors really take a big interest in your growth, not only as an individual, but as a musician. And they're constantly affirming and teaching—helping you grow in really significant ways.

ML: Is there individual treatment? Is it a one on one relationship that does it?

BL: Yes. At least for me it has been. I take piano with Marvin Blickenstaff. I didn't know what I was getting myself into when I came to Goshen. I started studying with him because I knew he was good, but I had no idea that it would be such an intense kind of

R. Hochstetler

Above. Professor Arlene Hinkle uses the latest Macintosh computer technology to arrange music.

R. Hochstetle

Right. The music department, from left to right: Kathryn Sherer, Marvin Blickenstaff, Lon Sherer, Doyle Preheim, Tim Stalter, Arlene Hinkle, Diane Schrock Hertzler, and David Mosley.

Below. Sophomore Elizabeth Denisar directs a group of music students.

R. Hochstetl

MUSIC

B. Krause

Professor Diane Schrock Hertzler keeps her class on their toes.

R. Hochstetler

Professor Lon Sherer observes Robina Sommers' directing technique.

a teacher/student relationship where he is so much of a role model for me. Even if I don't follow in his footsteps, being a piano teacher, the things I've learned in his studio are just...I don't know.

ML: Is he demanding?

BL: Yes, he is. It's not always that he tells you that you have to do this or practice this many hours a day, it's more in his presence and his kind of attitude towards you that you're kind of in this together and he will do his share of it. It's my responsibility too.

ML: Are there other particular programs that you've been involved with that have left an impact on you?

BL: Yes. I've been in choir all four years, and chamber choir the past three years and vocal jazz for a year. I've been involved in choir since high school— and I'm not always sure what it is I like about it, but it's that you're making music together— it's fun. And with a director like Doyle, you learn a great deal from each other. Other than that, I've accompanied people(on the piano) so I've been in several different studios in each department because of accompanying. I've taken some voice lessons as well. I've had classes with just about all the professors.

ML: Is Doyle fun to work with in choir?

BL: Doyle's great. He's patient, and yet very energetic. Some of my favorite times in choir are when Doyle gets excited You can tell that he's just so excited about what he's doing and when the choir achieves a certain style. His facial expressions are wonderful. What I appreciate most about Doyle—and he was my advisor for the past few years—is that he's very warm. He's very compassionate, not only towards issues on the music... in the music department, but also towards the entire campus. He's very aware...

ML: Do you get the impression that the music department is still growing like you felt when you first came?

BL: Yes. Since my first year here it has grown a lot. I think it's gaining a reputation that it didn't have maybe ten years ago.

ML: What kind of reputation?

BL: They have an excellent faculty. The music faculty are people that could get positions just about anywhere they tried. But they chose Goshen and I've always wondered why. Especially with Marvin. Seriously, he could go anywhere, but for him and for the others, the smallness and the community feeling is really important to them.

ML: How does the faculty in music—other than training you to hit the right notes or to play a concerto more smoothly—How do they prepare you for a music oriented field and work?

BL: One way is through their model. Through what they model to us. We see that music can be a wholly satisfying career, and very rewarding. They teach us very practical things. We learn the theory and the history and practical details and the expressive things we need to learn. I think they teach us to be—and I don't know how they do it—but, somehow here at Goshen, they teach us to have a certain level of competitive spirit within us and yet, to use it in a way that isn't hurtful to others, and that pushes us, in little ways, to do the best we can.

NURSING

Sheila Henry, junior nursing major, shared some of her nursing experiences with the Maple Leaf.

ML: What are some things the GC nursing program has offered you?

SH: One of the things I like about Goshen's nursing program is that it has a kind of international aspect to it. It tries to keep your mind open about how you could use nursing other places not just (working) in the United States. Another thing that I like is that we spend time actually doing things. We're not just learning from books, we're actually practicing. We practice a lot on each other, like giving shots, enemas, bed baths--everything that we would be doing to a patient we do to each other. We also get to go to a lot of the hospitals; Goshen, Elkhart, Greencroft, and community health. We're really doing things. It's not just book learning.

ML: Are nurses in great demand right now?

SH: Yes. There's a lot of competition. Hospitals and agencies are trying hard to draw people.

ML: Are their benefits to getting a bachelor's degree here at Goshen rather than just going to a hospital and getting a R.N.?

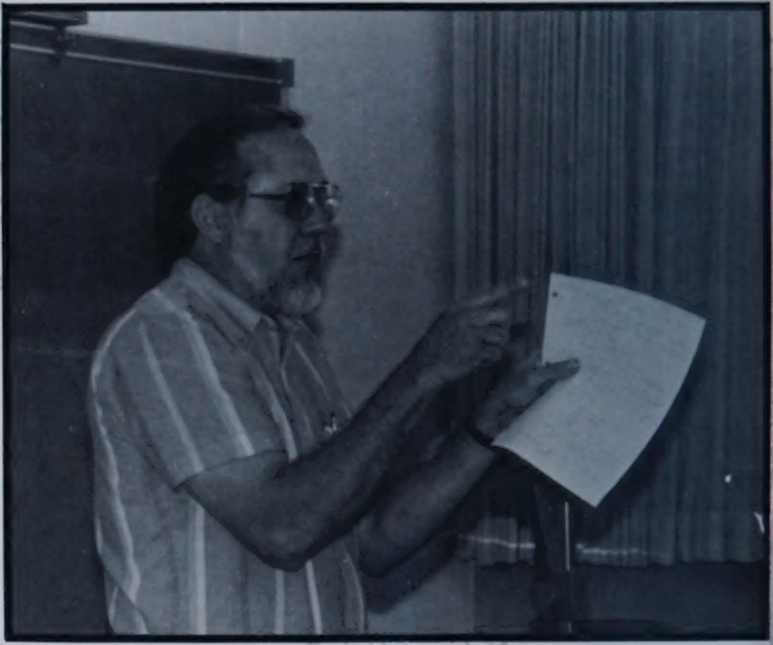
SH: Yes, because in general, everybody in the future is going to have to have at least a bachelor of science in nursing. There's still associate programs which would be a couple of years in a hospital or a two to three year program, but you don't have as much practical work and I don't think they have as much background either. Four years is a little bit longer, but you get so much more out of it. From that you can go on to masters. You can further your education that way. With the associate, I think you'd have to go from that to getting a bachelors, to masters, etc.

ML: Is a master's an option for you?

SH: I'm not thinking about it right now, no. I just want to get through these next two years. After this year and next year, then I'll worry about it. It's always an option.

ML: Have you done a lot of practical work already?

SH: I guess so. My nursing classes this last spring especially. We went to the hospital. Now since we've been back this fall,



Mervin Helmuth lectures to the Changing Health Status I class.

Setsuko Tanaka and Ruth Ann Lapp try carefully not to prick themselves with their syringes.

NURSING

Linda Riegsecker cleans out the trachea tube of a willing patient.

R. Hochstetler

we've been doing a lot. I'm just finishing up with the hospital. Other people in my class have been at Greencroft, (or) doing community health. Just in the first week we've been here, we've been doing things.

ML: At the hospital, are you doing things, or just observing?

SH: We're doing things. For example, I just finished a week of giving medicines. We do a lot of it here in our classrooms, at simulation centers. We pretend that we're giving them, but we have to get it right so that we're doing it properly, and then we do a couple of days at the hospital. Usually they give us one patient. We're actually setting with real patients. If you mess up ... well, it's their life in your hands. It's fun.

ML: Do you think that the Goshen nursing program is hard?

SH: I'd say it's pretty hard. It's hard and they really keep us busy. There's no such thing as free time, and there's always something you could be doing, but at the same time, I don't think they make it impossible. It's just hard. You get tired of studying after a while. You have to make yourself keep going. There's all the reading, and on top of the reading we have class a couple of hours at a time. Our schedules are really messed up, but they [faculty] don't try to make it impossible, and they help us as much as they can. I think it's just a really good program.

ML: That's great. Do you have any stories or funny incidents that have happened so far? You haven't made any funny mistakes?

SH: I hope I haven't made any! I guess "shots" was always fun. Ok, I do have one. It was last spring. We were doing a physical assessment. One of the things we had to do was an enema. It's well known in the nursing program. My partner and I decided that since we had to do it ... you have to do it to each other, to know what the patient is feeling. Anyway, she and I decided if we had to go this far with the enema, we might as well do the

Below. Anne Hershberger, Fern Brunner, Katherine Yutzy, Norma Jean Weldy, Mervin Helmuth, Linda Witmer, Miriam Martin, Francis Grill.

PHYSICAL

Linda Miller, a senior Physical Education major spoke with our interviewer about her experiences in the department.

ML: Do you have any good stories or funny incidents to relate about the Physical Education Department?

LM: That's a tougn one because things are happening all the time down there. It's just hilarious. I can remember one time when two of the coaches came around to the rooms. It was Pert and Sue. We were on an away trip and they came around to the rooms and were knocking on peoples' doors. They had nylons over their faces and they were both wrapped in one huge white sheet, it must have been around Halloween time because they were trick or treating. It was just hilarious, they're always pulling little stunts like that.

ML: What are some things that the GC physical education program has offered you that you may not have received elsewhere?

LM: For one, it's being so close to the profs and staff and talking with each other on a first-name basis. We are able to go down to the department and have fun, relating to the teachers as real people, and they relate to us in the same way.

ML: What has been the most helpful thing about studying physical education. What's the most helpful thing about the GC program?

LM: The most helpful thing about studying physical education obviously, is that you get to know more about what it's like to teach. It's not just going out and throwing a ball up and hitting it and saying "here play with the ball and have fun". You find out that there's actually more to teaching P. E. than just throwing out the ball, you're actually teaching kids skills, and teaching them something that hopefully they'll be able to use later in life.

ML: What about the Goshen College program?

LM: Again, I guess I would have to emphasize the closeness of the profs. The class time is just like life, you're not being "talked to," you're able to discuss situations with them, and give your input, not just receive lectures.

ML: When did you first decide you wanted to go into physical education?

An anonymous foot in the capable hands of Jill Dilbone and Cynthia Gilbert.

Striking the racquetball (at hip level, just like you're supposed to) is Roz Miller.

R. Hochstetler

EDUCATION

The fit, footloose and fancy free phys. ed. department: Linda Shetler, Jeff Birkey, Dwaine Hartzler, Sharon Swartley, and Sue Roth.

J. Sakal

Sarah Gilbert works magic on the ankles of Gwendolyn Clemens.

LM: Actually, that's an interesting question, because I'm a little bit older. I waited two years before I came to college. I had no desire to go to college after high school, so I took a year off and just worked. Then I took another year off and went into voluntary service. I worked at a day care in Nebraska, and it was half-way through that year I realized that I wanted to go to college. since I had figured out through working at day-care,that I could get along with kids and I loved sports, I decided maybe physical education was the way to go. That's why I decided on college.

ML: What are some of your career goals?

LM: Well, hopefully to teach. I'm doing my student teaching in junior high right now so I'm finding out how challenging it is. Those kids are really interesting to me because I've figured out that that's the most formidable stage in their lives and I feel like I can be a positive influence (on their lives) at that point, and to help them see that they really are worth something. So, my biggest goal is to hopefully get a teaching job at a junior high school, if not, I'd go for elementary next. I'd–also like to coach—preferably at least basketball, and then whatever sport I can.

ML: Are there any disadvantages about physical education?

LM: Certainly. There's a lot of disadvantages. Through our methods class for student teaching, we've discussed the uniqueness of physical educators in the fact that they need to work at getting kids to shower and the time factors that they need to work with. By the time you get warm-ups done and you get kids outside, you don't have much time to teach the unit, or to teach skills. We don't work in a normal classroom setting all the time unless we're teaching health, so there's a lot of things we have to deal with like weather. If it's raining outside, then you have to work your schedule so you can come inside. Little things like that can get frustrating

ML: Any final comments about the Physical Education program at Goshen?

LM: I've learned a lot, and yet it's been a challenge. They've helped us to learn by having us work through things on our own.

SOCIOLOGY, PSYCHOLOGY,

The Maple Leaf spoke with Rachel Freisen, a senior Social Work and Sociology major.

ML: Why did you decide to become a double major?

RF: Well, I knew in my first year of college that I wanted to go into a helping profession. I chose social work. Since I had a plan of study early on, I had a lot of free time. In my sophomore year I took Race and Ethnic Relations and decided that I was interested in Sociology and knew I would probably end up taking many classes in sociology as electives anyway. Ron Stutzman pointed out to me that there was the option to be a sociology major so I kept with both.

ML: What do you see as the strengths of the Social Work and Sociology Departments here at Goshen College?

RF: Of the Social Work Department, the major strength is that they emphasize both the macro and the micro levels of social work practice. The micro being the individual level and what types of theory you use in dealing with individuals, what kinds of practice models you use as well. They also emphasize the macro, the larger societal issues such as racial tensions, sexism, as well as policy issues. We get a broad spectrum because in the social work profession ... you have people who are clinical social workers, people who work at the welfare department and people who just counsel. Goshen's program gives a broad overview of all these practices. That's what a generalist program is and Goshen provides a generalist program. Of the sociology department, one of it's strengths is the fact that the professors have had a lot of experience in the field. Joe's been in India, Tom's been in Guadeloupe and worked with Indians and the Amish. He really knows his research methods. They have a wide variety of experiences to offer.

ML: What are you doing for your practicum right now?

RF: Right now, I'm doing my practicum in Social Work at Oaklawn Psychiatric Hospital in Goshen on an adult unit. It's a volunteer unit. That means patients check themselves. I'm working with the MSW, so I do marital counseling, individual counseling, group therapy. I also do referrals for treatment after they leave the hospital. I work with their families. I have their families come in to see what's going on in other areas of the client's life; what's going on at home, what's going on at work, and so on.

ML: Can you see yourself doing this type of work after you graduate?

RF: If I stay in social work I will definitely go clinical, I wouldn't want to do anything else. I would stay in the psychiatric mental health field.

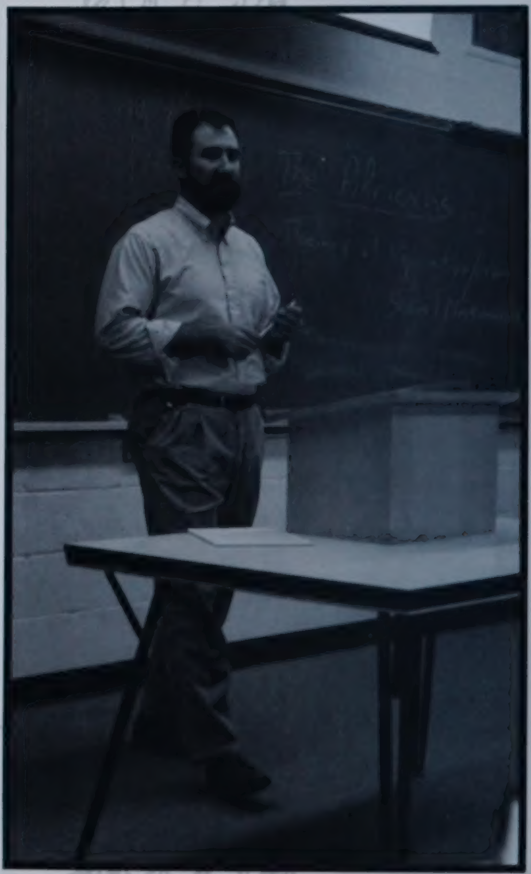
ML: What are your plans for after you leave Goshen College?

RF: Well, at this point I'm not really sure, I definitely want go onto graduate school. I don't know if I'll take a year off and work and get some experience in a mental health hospital or the mental health field first. I may go straight to graduate school. Graduate school is definitely in the future for me.

ML: Can you tell us a little about the jail study you participated in last year?

RF: That was for Methods of Social Research, a sociology course. We were asked by Elkhart County Jail to come in and research some of the reasons why they have jail overcrowding. We basically started from scratch. They had no computerized records. One of our largest problems was collecting the data because it was all over the place. There were eight courthouses in the county, and every single courthouse kept its own records. From that we did a lot of statistical breaking down. We wrote our own instrument and we did something unusual from other groups. We collected all our data off of coding sheets and things like that. Usually people send out questionnaires. We came up with some really interesting figures that showed some tendencies for African-Americans to end up in jail longer. We also noted the problem of alcohol abuse: 42% of the arrests were alcohol-related. We then made proposals based on our findings; however, its been somewhat disappointing since none of our proposals have been accepted. A lot of our proposals were using other community resources instead of jail as an option, such as rehabilitation. As far as alcohol we suggested using community based programs instead of jail. Another large issue that came out of that study was the bail bonding issue in Elkhart county. In the county here, you have to post a 10% bond with a bonds person instead of having the community bail out the poor. And, that keeps a lot of people in jail, because they can't afford the bond. So that was one issue. At this point they're still planning on building a jailhouse. I don't know ... I guess it was successful. I would say it was an excellent learning adventure and experience and a lot of people when they find out I've done something like that on the undergraduate level are impressed. That's another strength of the sociology department, is that they do encourage you to do research.

Principles of Sociology, Joe Alter, professor.



& SOCIAL WORK

Above. Psychology professors Vic Koop and Duane Kauffman.

Above and center. The Social Work and Sociology Departments: Bob Birkey, Anna Bowman, Tom Myers, Joe Alter.

Tom Meyers discusses the wonder of multiple regression with Methods of Social Research students Darla Beck, Lynda Nyce, and Shannon Musselman.

Tim S. Miller takes in a Marriage and the Family class.

All photos on these two pages taken by R. Hochstetler

STAFF AND ADMINISTRATIVE FACULTY

Anderson, Craig
Bacher, Kevin
Baker, Robert L
Bare, Lois K
Bayak, Marilyn L

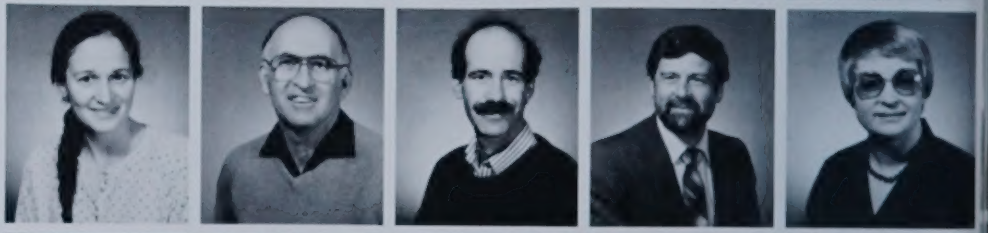
Bontreger, Miriam
Brandeberry, Marjorie M
Breckbill, Ina Ruth
Buller, Becky
Collins, Ronald

Eby, John W
Falcon, Christine N
Fribley, Jan
Friesen, Shirley
Frisbie, William F

Gerig, Richard L
Gilbert, Glenn
Good, Martha Smith
Gross, Kevin J
Gunden, Ronald D

Gunden, Ruth E
Hochstetler, Beth
Hochstetler, Rebecca J
Hollar, Judy L
Hooley, Martha L

Horst, Laura L
Ingold, John
Johnson, Craig
Kauffman, Glenford D
Kaufman, Myrna



Kelley, Mardene S
Kelley, Marty
Koop Liechty, Dan
Krabill, Willard S
Lehman, Carol

Liechty, Russel A
Litwiller, Fred L
Lochner, Richard
Logan, James S
Mast, James

Miller, David J
Miller, DeLane J
Miller, Lois
Miller, Lyle
Miller, Marian

Miller, Richard O
Miller, Stanley W
Miller, Sylvia
Miller, Trish
Mullett, Ken

Nafziger, Rosie
Nofziger, Janelle
Nyce, Dorothy
Oklak, Mark
Purlee, Richard

Rupp, Larry L
Rush, Philip H
Schmucker, Walter W
Shetler, Clayton E
Shoemaker, Janet

Sommers, Robina
Srof, Brenda
Stauffer, Loren A
Steffen, Wayne E
Stieglitz, Beverly B

Stoltzfus, Victor E
Thompson, Marti
Thomas, Philip A
Toth, Geza
Weaver, Judy

Yoder, Aden J
Yoder, Charles D
Yoder, Devon J
Yoder, Gordon R
Yoder, Janette K

Yoder, John D
Yoder, Julie L
Yoder, Larry R
Zehr, Michael R
Zehr, Rebecca

ADMINISTRATION

In addition to its regular activities of budget planning and overseeing the administration of Goshen College, the Administrative Cabinet initiated numerous strategic actions during the 1990-91 year for improving facilities and academics at GC.

With construction delayed on the Schrock Science Annex, administrators faced a difficult decision on the timing of the renovation of the current science building and the commencement of construction on the new Rec/Fitness Center. Ad Cabinet approved go-ahead for completion of construction documents for the Rec/Fitness Center, but has yet to decide the order of construction.

Ad Cabinet and the Board of Overseers also approved the Merry Lea Master Plan. The plan calls for a new visitor's center as well as renovation of several existing buildings at Merry Lea.

Members of Ad Cabinet continued discussions with College Mennonite Church over the proposed additions and renovations to the church/chapel. The group chose an architect, but plans have not yet been approved by the church.

In addition, grant applications were completed for a Title III (government) grant and a Lilly Grant. The Title III grant would provide money for educational equipment, primarily in the sciences, while the Lilly grant would provide start-up funding for a multicultural center, a project minorities on campus feel should not have to wait for outside funding.

During the winter trimester, Ad Cabinet initiated a study of GC's academic calendar, following a broad movement to the semester system nationwide. The study will lead to a decision in the fall of '91 with any changes to be implemented for the 1992-93 academic year.

The Strategic Planning Committee, which includes the Ad Cabinet, authorized a market study for the possible addition of a degree completion program for non-traditional students in business or nursing. Upon completion of the study in early May, the committee will move toward a final decision on the program.

Finally, the Ad Cabinet decided to establish a Center for Family Business at GC. The center will study and provide resources, including some special courses, for family businesses, which are prevalent among GC's constituency. It will be funded completely by outside sources.

GC was listed for the third year in a row on the John Templeton Foundation Honor Roll for Character Building Colleges and reappeared, after a several year long absence, in the U.S. News and World Report Guide to the Best Colleges, this time in the national liberal arts category.

— Dave Cooper

President Stoltzfus and Dean Eby pretend not to be posing for a picture.

R. H

R. I

This year's ad cabinet: Seated are Mardene Kelley, Business Manager; Victor Stoltzfus, President; John Eby, Academic Dean. Standing are Rich Gerig, Director of Enrollment and Marketing; John Ny Associate Dean; Ron Gunden, Director of College Relations; and Norm Kauffmann, Dean of Student Development.

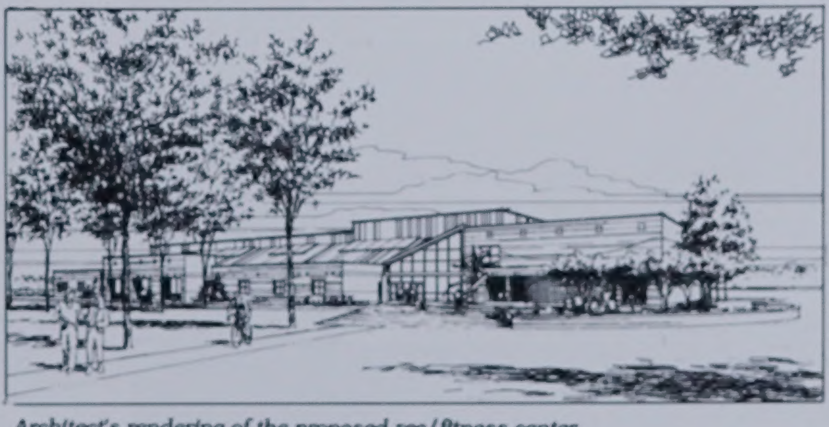
CONSTRUCTION

J. Sakai

The campus saw steady progress on the new science annex this year. The administration hoped to see at least part of the building in use by September, only five months after the original projected finishing date.

info services

he addition of an elevator greatly increased the accessibility of e administration building.



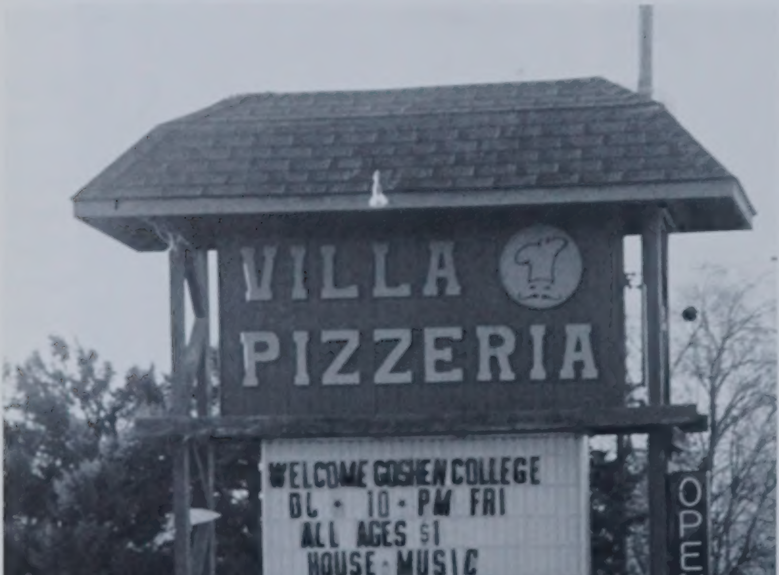
Architect's rendering of the proposed rec/fitness center.

TROUBLE IN PARADISE

Controversy is a constant on any college campus and this year was no exception at GC. Between programming changes on WGCS and a strip show attended by GC students there seemed to be more controversy on campus than on Capitol Hill.

During the summer months WGCS opted to realign its latenight programming from a free-for-all, any-music-goes format to uniform contemporary Christian music during the weeknights. The "by proposal" shifts were pushed to the weekend nights where the CCM shifts were previously programmed. The move was prompted as a result of complaints regarding late night shifts the past year as well as a desire for uniformity in programming. Upon returning to campus for the fall semester many students were surprised at the change and some were angry. What followed were letters to the editor and columns in The Record debating both sides of the argument. Students, DJs, and even staff members got into the debate.

The reasons from both sides were endless. Some said creativity was being stifled. There was support for "real radio." Still others wanted WGCS to be like other college stations. WGCS General Manager Ron Johnson backed the move by saying in a letter to the editor, "During the past two years many changes have occurred with late night programming at WGCS. This course of action has grown out of my desire to seriously address the concerns of our own campus community and of the larger community which we serve."



R. Hochstetler

D. Troye

If the programming dispute didn't start the school year off with a bang, then 14 students dropped a bomb on campus when they attended a strip show at the Villa Pizzeria in late September. Two different memos were distributed on campus addressing the unfortunate situation. Facts stated on the memos disagreed which heightened the confusion and anger. Issues of privacy were pitted against violence toward women while President Vic Stoltzfus calmly reminded us to refer to the "Standards" in a letter to the *Record* editor.

When the smoke cleared, the students involved had attended several meetings with student development dean Norm Kauffmann. The rest of the campus had been given an impromptu course in sexual violence through more columns in the *Record*, some letters to the editor and a forum or two.

-- Jason Samuel

THE FORUM

Left: James Logan and Keri Kaufman watch Jeff Dyck jam at the carnival talent show.

Below: Kratz Second's pig-roasting trio: Shawn Lepley, Dave Mosemann, and Chad Stutzman.

J. Sakai

J. Sakai

R. Martin

ssica Lazar, Melissa Shirk, Christina Brunk.

M. Janzi

B. Balmer

Top: Students sing a German folk song during the Ethnic Fair. Bottom: Joe Sakai and Joanna Miller at the carnival. Joe shot approximately 216 rolls of film at the carnival, and your tuition payed for all of them. Thank you!

AMNESTY INTERNATIONAL

B. Krause

Amnesty Club members write letters on behalf of a political prisoner in Turkey.

The Amnesty International Group had its third successful year here at Goshen. A world-wide organization, Amnesty utilizes mass letter writing to raise awareness and to end human rights violations, often focusing on political prisoners.

The group worked with the "Urgent Action Network" which responds to immediate crisis everywhere. Receiving a new case each week, letters from GC students went out to more than 30 countries over the course of the year. This included letters sent inside the United States addressing the death penalty.

B. Krause

Members of G.C. Amnesty International : Bottom row: Ben Setiawan, Lorin Byler, Jonathan Dyck (president), Mary Linton (faculty advisor). Middle: Jenny Byler, Lisa Weaver, Marge Landis. Top: Lynette Ludeker.

BLACK STUDENT UNION

B. Krause

SU officers: Left to right: D.J. McFadden, Anita Lizama, nd Derrick Talbert

I. Ezeh

SU members (from left to right) Tiffany Friesen, Ifeoma Ezeh, and chel Thelin take time out from their sojourn to the 5th Annual ational College and University Student Conference. The conference ich was held January 17-20 included workshops on non-violence signed to educate students and administrators for non-violent ponses to crises.

This year the BSU (Black Student Union) celebrated their diversity by getting involved in many far-reaching events. In January, five BSU students journeyed to the Martin Luther King Center for Nonviolent Social Change, where they joined students and speakers from across the United States participating in the King Week celebrations. At the community level, the club was in high demand at the annual Ethnic Fair where their booth was packed out selling home- cooked spare ribs. The BSU also sponsored thought-provoking films on campus such as *Mo' Better Blues*.

A major concern of the club remained the lack of any full-time black teaching faculty and the dwindling number of black students. According to D.J. McFadden, the club's president, "this year the BSU grew closer together, becoming a more cohesive organization ... [which will be needed] as long as GC's student body does not accurately reflect the increasing number of African Americans in our nation".

Still the BSU was proud, and showed just how so in a very powerful convocation presentation as part of Black History Week. "Why We Are Proud" was composed of poetry readings, biographical sketches of blacks, songs, and skits which reflected the mood of the members, who are, as the group president noted in his opening address, "tired of educating" a whole school on their cultures and experiences.

5 TH ANNUAL NATIONAL C
IVERSITY STUDENT CO
a Dream - We have
Practice Nonviol
Nonviolence - For a

I. Ezeh

BSU members heard Coretta Scott King, widow of Dr. Martin Luther King, give a "State of the Dream" address at the King Center.

CAMPUS ACTIVITIES COUNCIL

Darvis King, Jill Yordy, Ingrid Friesen, Rochelle Martin, and J.J. Stuckey, members of Campus Activities Council (CAC), stamped excitement into every event of the 1990-91 school year—from Kick-off to Talent Shows; Spring Fling Week to the final "Day Trip to the Bahamas." In addition, the newly-renovated AD 28 held showings of *Flatliners*, *Dick Tracy*, *Steel Magnolias* and others to satisfy campus film buffs. Hour Afters, All-School Rollerskating and Jellowrestling completed CAC's goal of having at least one activity every weekend. The five ice-throwing, pie-slapping entertainers led the school through a roaring year packed with events.

At the winter talent show, Jill Yordy does a reverse strip show surrounded by J.J. Stuckey and Darvis King.

B. Kraus

The 1990-91 Campus Activities Council: (left to right): J.J. Stuckey, Jill Yordy, Ingrid Friesen, Rochelle Martin, Darvis King, adviser Trish Miller.

STUDENT CENTRAL COMMITTEE

The formation of the new student senate was the biggest SCC project this year, according to Bev Lapp, secretary of the Student Central Committee. The senate was formed in an attempt to incorporate more student involvement and participation in student government.

The new senate and SCC had a full year, beginning with the Villa Pizzeria incident which sparked strong emotions and controversy on the campus. WGCS's change of format also caused a major ripple, leaving SCC with the task of sorting through the different opinions that were expressed. The physically challenged students were also in the news when Terry Brandenberry, president of OPCSF, brought the grieviances of being physically challenged on the GC campus to SCC.

Personal grievances ranging from parking fines to opinion board issues were raised by students. Following several complaints, the school's Physical Plant was asked to publish their rules. As well, the government represented students' opinion when the opening for campus physician came up.

However, it was not all parking tickets and strip shows for the group. SCC met with Dean John Eby to discuss ideas for a better government and increased student/faculty interactions. The year ended when the proposal to merge SCC and the senate was adopted and the Student Senate was formed.

SCC members, left to right: Susan Edwards, Steve Weaver, Charles Green, president (kneeling), Lynda Nyce, Bev Lapp.

P. Bender

P. Bender

Members of the Student Senate: seated in front are Susan Edwards and Doug Wert. Back row (l to r): Shawn Lepley, Tanya Hershey, Charles Green, Kathy Baker, Tim Shreiner, Jan Osborne, Roger Martin, Glen Rhodes, Steve Weaver, Eric Miller.

CAMPUS MINISTRIES -- ALL-CAMPUS WORSHIP

The Campus Ministries Team sponsored many activities during the 1990-91 school year. All Campus Worship, under the student direction of Phyllis Martin and Heidi Miller, held weekly services combining song, fellowship and worship. ACW sponsored two packed-out coffee houses and hosted guest speakers throughout the year.

In addition to ACW's weekly activities, Campus Ministries organized special vespers services on Sunday evenings. A draft information session, with faculty Don Blosser and Ruth Krall, helped students deal with concerns over the Persian Gulf Crisis and the possibility of a draft reinstatement. Other Campus Ministries events included a "Love Feast" communion service and student planned gatherings.

Above, Eric Jantzen, Derek Miller, Alan Kauffman, and Chad Lehman sing four-part harmony at the fall All-Campus Worship Coffeehouse.

Each Tuesday night, Newcomer Center was filled with the singing of All-Campus Worshippers.

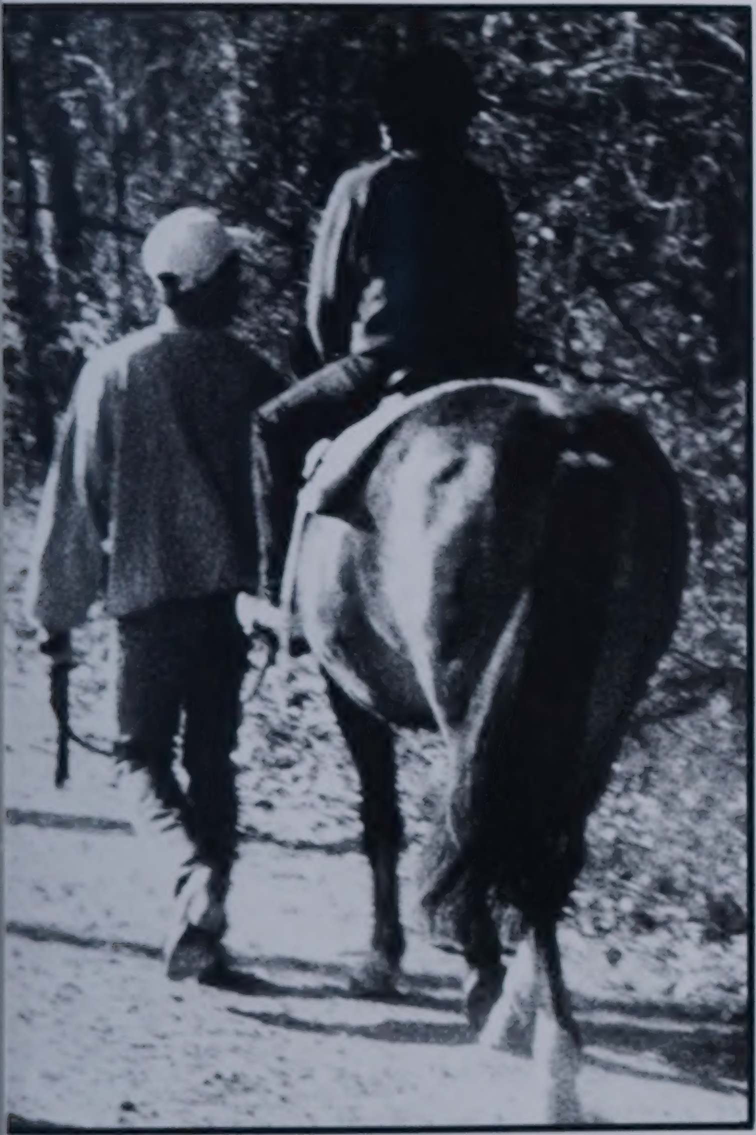
OMMUNITY VOLUNTARY SERVICE

Community Voluntary Service (CVS) serves as a liason between students who want to do volunteer work and service agencies in the community. According to student coordinator Jonathan Wenger, CVS is a "great opportunity to get involved. It's free education and the practical experience is invaluable."

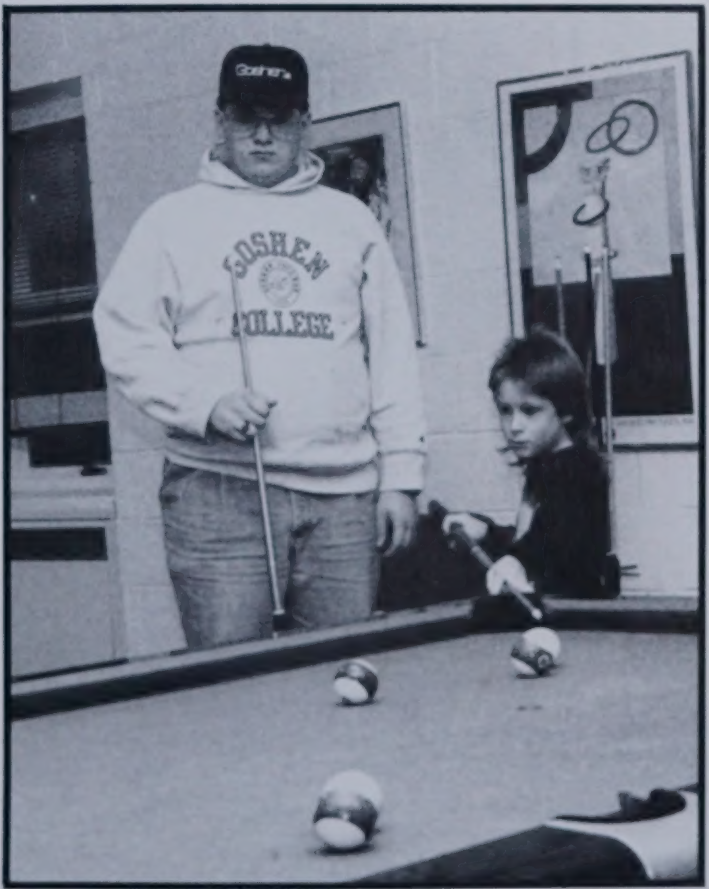
The Big Brother/Big Sister program, an effort of Goshen College and Chamberlin School, links GC students with local elementary children. The program is one of CVS' largest.

In 1990-91 program participants enjoyed the Ethnic Fair and the Winter Carnival together. Basketball games, plays, and other campus activities were all opportunities for the "siblings" to have fun and learn at the same time.

Many enjoyed coming for a meal in the cafeteria with big sister or brother. CVS also hosted all bigs and littles at a special party at the College Cabin. As first year student Naomi Wahmhoff said of her experience this year, "it's worth the time."



Chris Schmidt, a volunteer for Loveway, leads a horse and a friend on a trail.



Pool shark Grant Martin watches his little brother take a shot.

STUDENTS FOR SHALOM

Students For Shalom (SFS), a group which focuses on world issues and peaceful conflict resolution, led the way on campus during a turbulent year. Their commitment to promoting peace led them to help first-year student Laura Hess organize a Silent Peace Walk here in Goshen, as well as busing over 200 students to the Washington Peace March.

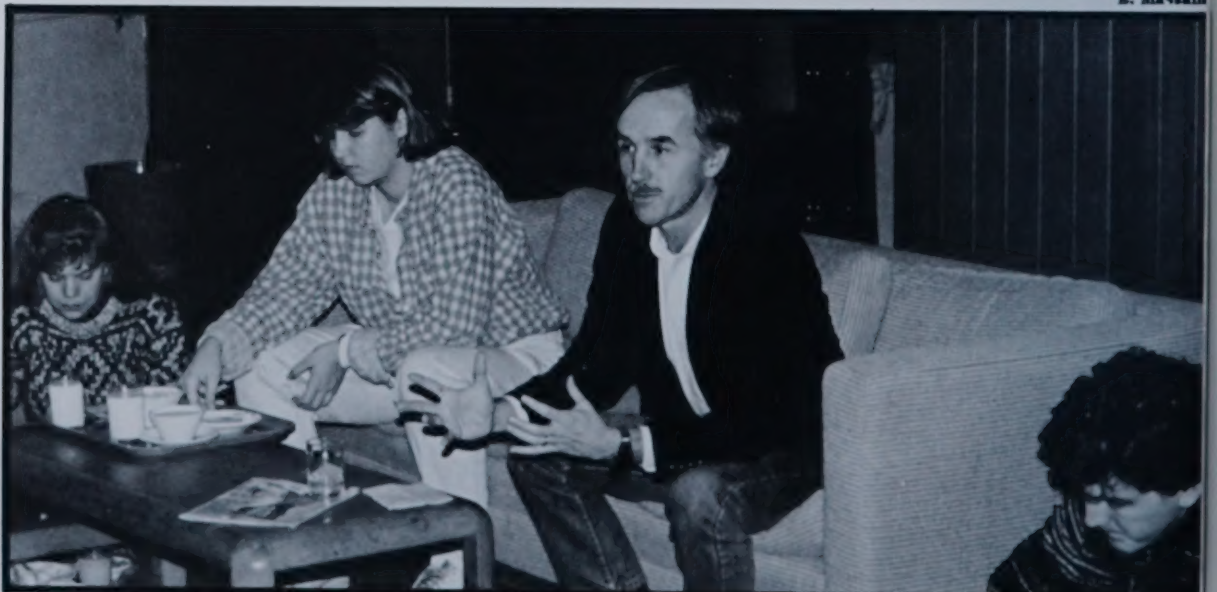
SFS also spent a day working with La Casa to renovate local homes for low-cost housing projects in the Goshen community. The group, under the leadership of Eric Massanari, held many campus discussions about issues surrounding the Persian Gulf Crisis—informing students about the possibility of a draft, issues of selective service, and making contacts with peace organizations.

SFS involved students in the "No Blood For Oil" campaign," sending hundreds of miniature oil barrels to the President and Congress in an effort to influence the January 16 war decision. The group also began long-term plans for the Mennonite Collegiate Peace Conference which takes place at Goshen in 1992.

Students send protests to Washington during the "No Blood for Oil " campaign.

SFS members: Benjt Krause, Nicole Yoder, Laura Hess, Lenae Nofziger, Eric Massanari.

E. Massan



In November, Notre Dame peace studies professor David Cartwright encouraged students at an SFS meeting to write their Congresspeople opposing the U. S. military buildup. Listening are Lisa Bohnert, Tanya Hershey, and Eric Massanari.

PHILOSOPHY CLUB

Is Goshen College truly a tolerant place? The Philosophy Club founded this year made tolerance and the free exchange of ideas its hallmark. Naresh Menon, co-founder of the club,said "we wanted a club offering a neutral and tolerant platform...I am happy that we started this because it's been a great learning experience for me."

Learning opportunities were not limited to the club's leaders. Following the "teach-in" day held in January to discuss and educate about the Persian Gulf war, the club provided a forum, "The Ethics of War," for those who were neutral about the situation. At the forum, persons of various viewpoints, including a veteran and a graduate student at Notre Dame, provided an exciting exchange of ideas. It seems apparent that despite the club's youth it provides an important addition to the campus community.

Philosophy Club members: Becky Detweiler, Stacy Vlasits, Mike Good, Naresh Menon.

R. Hochstetler

Assistant professor of Bible, religion and Philosophy Caleb Miller debates with Army veteran and Notre Dame grad student David Lutz about the Christian and war.

HABITAT FOR HUMANITY

Habitat for Humanity has been doing what they do best, helping people wherever, whenever and however they can. To raise funds, Habitat organized a "trash day." The volunteers asked sponsors to pledge money for the amount of trash collected. As a fundraiser, Habitat sponsored a dance. Soon it was back to work boarding and framing three houses in Elkhart and Goshen. The houses go to low income families, who help build the houses. In the winter trimester, the club conducted a convocation and later participated in a 10k walkathon, raising $4,500. In between all these activities, there were a sprinkling of pizza parties. The efforts of the group has not gone unnoticed. Mike Schrock, group president, expressed appreciation to faculty and members of the community who supported Habitat in this school year. For Schrock, this support "harbors hope for more members, and also awareness."

Habitat leaders, front row: Melika Kauffman, Sheila Rohrer, Erin Yoder, Lorin Byler. Back row: Sara Hershberger, Becca Amstutz, Jennifer Byler, Mike Schrock, Ross Hershberger.

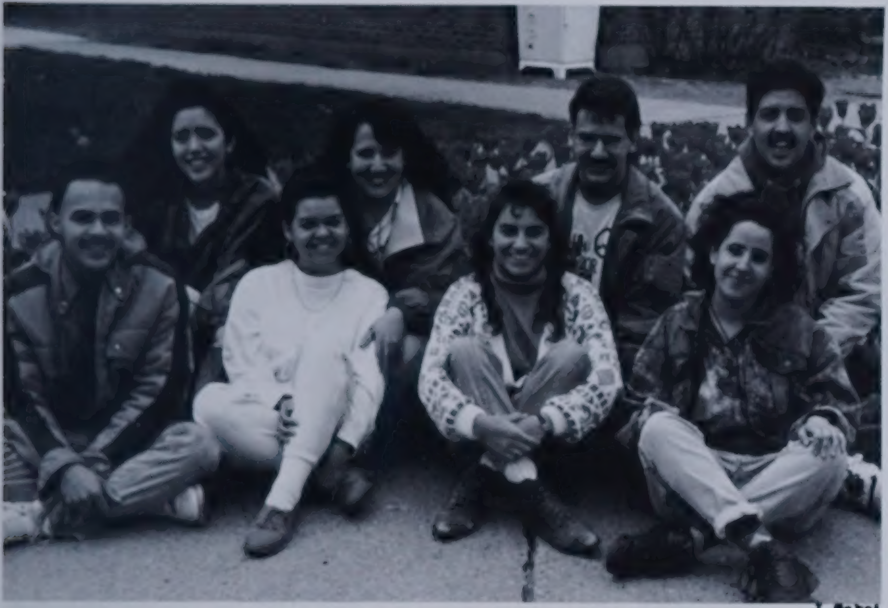
B. Krause

Habitat members work on a house in the spring of 1990: students left to right are Anthony Miller, Mark Kaufman, Ross Hershberger, Greg Lehman, and Ryan Lehman.

Habitat of Elkhart County

LATINO STUDENT UNION

Front row: Pedro Hernandez, Ketty Cancel, Marisa Schipani, Linda Arguinzoni.
Back row: Brenda Briseño, Yadira Romero, Dan Diener, José Elizalde.



J. Sakai

Ketty Cancel

Below left are Brenda Briseño and Dan Diener in the LSU van on their way to Chicago.

K. Cancel

The LSU spent the year consolidating themselves into a strong, ever-growing group. They concentrated on getting to know new members and continuing older bonds within the club, frequently meeting at home of Juanita Santiago, the club advisor. The LSU was visible on campus through their support of campus activities and their own innovative contributions. They tantalized our tastebuds at the Ethnic Arts festival with their freshly made Pina Colada's and showed us the true meaning of Salsa and Merengue at their happening dance. As a group the LSU took a trip to Chicago over Spring Break to see museums, let loose, and enjoy the city's attractions. The LSU was also deeply involved with solving race problems on campus and encouraging our all-around diversity. First year student and secretary of the club, Yadira Romero said, " As a freshman, and a member of the LSU, my experience here at GC has been one of friendship, love and caring which I will keep with me forever".

THE RECORD

The fall Record was produced and directed by: First row; Sue Hershberger, Dave Cooper. Second row; Tony Chenier, Maynard Miller, Amy Houser. Third row; Angie Nofziger, Phil "Smiley" Bender, John Mast. Fourth row; Erika Yoder, Becky Stutzman, Susan Hochstedler. Fifth row; Myles Schrag, Jason Samuel with his arm around Felicia Rohrer.

The winter staff: In front are Valerie Krabill, Sue Conrad, Steve Shirk, and John Hershberger. Middle row: Eric Massanari, Lance Yoder, John Yoder (no relation), Yolanda Kauffman, Dave Hershey, Joleen Mathews. Back row: Susan Lehman, Bev Lapp, Becky Stutzman, Mike Jantzi, and Kent Nafziger.

B. Krause

's another late Thursday night as Steve hirk watches Joleen Mathews and Sue onrad work on the Macintosh. Editor Jon oder doesn't even want to look. Sue, no od or Pepsi in the Mac lab, please.

B. Krause

The 1990 fall Record succeeded in hurdling many barriers. Editor Felicia Rohrer led her staff through the annexing of Kuwait, the WGCS format scandal, and the hundredth volume anniversary issue.

As well as covering many community events, the Record was an outlet for students to express their own feelings on GC contraversial topics. Anti-war letters and Villa Pizzeria outrages flooded the pages making students tear into their papers every Friday morning.

Jon Yoder, the winter trimester Editor, and his staff did a tremendous job covering the Persian Gulf War. All opinions were heard as the campus was caught up in the national confusion and Goshen's own pacifistic views were recorded through the Washington Protest March, silent vigils and the teach-in forum.

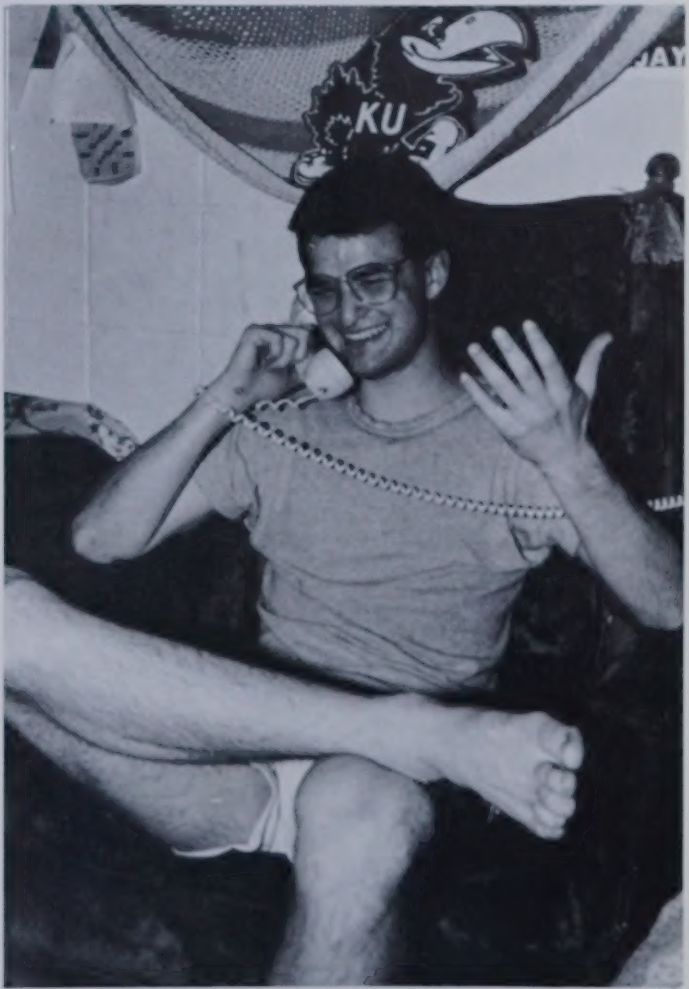
The winter Record delved deep into campus groups, hearing continuously from SCC, OPCSF, and BSU. It was a great tri for hearing opinions and bringing conflicts out into the open.

J. Sakai

ast spring's issues were put out by: Lori Shreiner, Naina Desai, Susan Lehman, Wendy hman, Sheila Pfenning, Dave Kratowicz, Melissa Wilden, Keith Mullet.

BROADSIDE

Below, Myles Schrag talks to a *Broadside* board member about an upcoming issue. 16 issues of Broadside, GC's literary publication, were published this year in the form of one page poems. All but one poem by visiting Irish artist Peter Fallon were written by GC students. An issue also came out during spring term, a first for *Broadside*. Other board members were Karen Chin (graphic designer), Dave Hershey, Sofia Samatar, and Regina Weaver.



J. Sakai

GOSHEN STUDENT WOMEN'S ASSOCIATION

Goshen Student Women's Association (GSWA) had its voice heard this year on many occasions. Through Convocations, Chocolate Houses, and weekly meetings, GSWA raised campus awareness and involved women from many aspects of campus life to form a strong, supportive group. GSWA gathered to share stories, watch films, hear speakers, celebrate and ask questions (especially at the Sextalk meetings which covered issues from rape to masturbation). Each woman brought her own interests to the group, and had a chance to share her own experiences, enriching the others.

GSWA focused on several topics during the year hearing from African women, Ecofeminists, and female faculty, taking advantage of the powerful female resources in our community.

GSWA Steering Committee: Standing: Yolanda Kauffman, Kathy Baker. Middle Row: Anita Fast, Cindy Eby, Analisa Masanari. Top row: Jennifer Van Winkle, Julie Hostetler, Andrea Unger, Kathy Howe, Rachelle Landes

Above, attenders at a GSWA Coffeehouse are entertained by those incomparable LMH'ers, Sofia Samatar, Erika Metzler, and Diana Zimmerman.

Sharon Mellinger reads an original poem

BROTHERS

B. Krause

Doug Miller, Christian Wenger, Lauren Penner, Rodney Bender, Jon Watkins, and Bob Buckwater discuss upcoming events during a brothers meeting.

Brothers, previously known as the Men's Support Group, had its second successful year here at Goshen. Begun by Jon Watkins and Randy Yoder in 1989, the group offers a place for men to deal with issues such as male intimacy, feminism, and homophobia.

This year, under the leadership of Chuck Kane and Jon Watkins, small groups formed to discuss issues important to group members. The groups were loosely structured so individual needs and agendas could be met.

Brothers sponsored different speakers throughout the year. Don Yost addressed the small groups, while Dale Suderman spoke to the entire campus. Suderman addressed issues surrounding the masculine nature of much of the violence in our society.

As gender issues receive a heightened awareness on the GC campus, Brothers offers both challenge and support for male students.

B. Krause

Bruce Leininger and Eric Hollis

INTERNATIONAL STUDENTS CLUB

"It's not only CAC, but we,the International Students Club, also make things happen on campus," said Gyanendra Basnet, a senior from Nepal. This philosophy guided the activities of the club this year. The group ushered in the fall trimester in on a full stomach with its annual International Banquet. Next it was time to put on the dancing shoes and boogie down at one of the many dances sponsored by the club. International flavor was added to a convocation program by the Asian quartet.

To start the winter trimester, Bluffton College hosted the club at a banquet. A trip to Fort Wayne provided much needed relaxation over midterm. The film "Ghandi" hit the screen of Ad 28 as a fundraiser and offered just a foretaste of the biggest event of the year—the International Coffee House. It featured a variety of songs and dances from all five continents. Finally the GC campus had a round-trip ticket of the world as students watched fashions from the various countries represented in the club. The whirlwind of activities indicates how seriously the International Students Club take their task to provide fun and awareness at Goshen.

Ed Williams and Yew-Weng Chan at an ISC picnic.

ORGANIZATION OF PHYSICALLY CHALLENGED STUDENTS AND FRIENDS

Terry Brandeberry ,Keri Kaufman, and Ron Chupp laugh at Tom Sample.

Attenders at an OPCSF meeting: Doug Wert, Tom Sample, Edmund Hunt, Steve Shirk, Doug Longenecker, Grant Martin.

The Organization of Physically Challenged Students and Friends (OPCSF) has done a tremendous job of making the campus and the community more aware of physically challenged individuals and their unique needs. OPCSF organized many events to raise funds for its efforts. Among them were a costume dance and a car wash. The environmental T-shirt sale was a sell-out, and the silent art auction rounded off the fundraisers. The focal point in the winter term was Disabilities Awareness Week. One of the highlights of the week was the adoption of a disability by students for a day. Afterward, some remarked that life is taken too much for granted. This club works hard to keep that from happening. President Terry Brandeberry, speaking of the group's efforts for increased access, stated "we are going to do it even if the administration won't back us."

WGCS

WGCS, GC's radio station, underwent an astonishing metamorphasis this year. This year saw physical changes—on-line computer access to the AP wires, improved sound equipment, and a paint job. In a controversial move, a new Contemporary Christian music format replaced the weeknight shifts of alternative music. Tha alternative music shifts moved to Friday and Saturday night as "by Request" and "by Proposal " shows. "By Request" shows featured Jazz between 10 PM and Midnight, while the "by Proposal" shows offered creative students a chance to design their own shows. The station maintained its daily classical format and continued live coverage of sports events throughout the school year, rounding out its presentation of GC life.

Student manager Joe Manicka

M. Jantzi

Kevin Frederick, crankin' out the hits.

The 1990-91 WGCS staff: chief engineer Bob Baker, production mgr. Chad Sherman, continuity director Jason Samuel, weekday late-night director Kevin Frederick, student manager Joe Manickam, weekend late-night director Larry Troyer, sports director Steve Beyeler, music director Jonathan Wenger, general manager Ron Johnson.

B. Krau

eff Kauffman, Kent Schloneger

Joe Fritsch

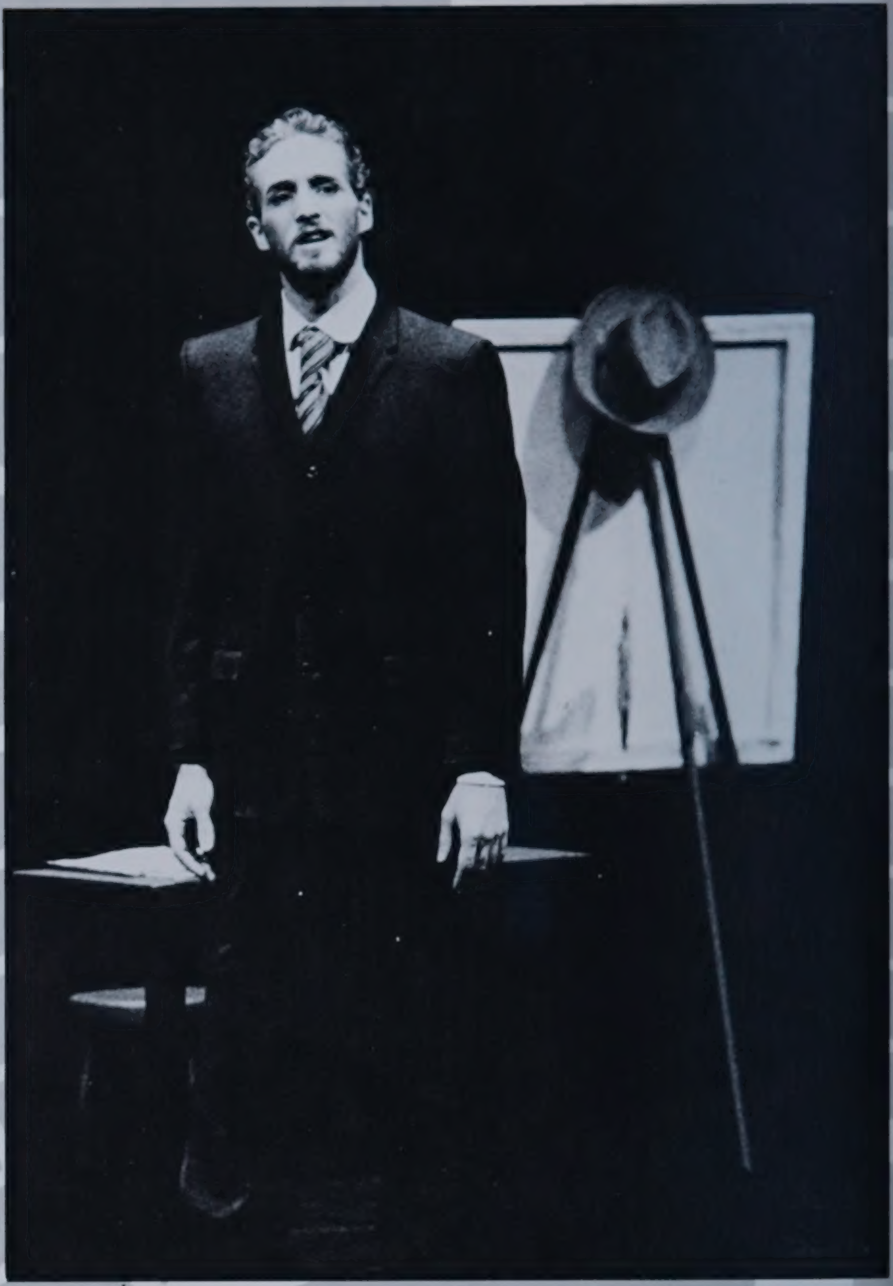
Mark Hallman

Photos by John D. Yoder

AMPITHEATER

J. Sekal

MUSIC / THEATER



Todd Brenneman performs his senior theater recital.

Canadian actress Joyce Campion made a guest appearence on the Umble Center stage this year.

Join the Army

Matt Smith and Leonard Mast practice their lines.

DEPARTMENT EVENTS

on Watkins and the GC Players perform at a convocation.

A. Bontrager

Judy Farmwald performs her December senior voice recital.

J. Sakai

uring her April recital, Tiffany Friesen sang a wide variety of songs.

Playing Emma Lou Diemer's "Toccata for Piano" as the closing piece of her senior recital, Bev Lapp makes full use of the piano.

CHAMBER CHOIR

Concentrating on a wide variety of songs, both sacred and secular, from many time periods and many cultures, the GC Chamber Choir, directed by professor of music Doyle Preheim, prepared for their 1990-1991 performances.

Their early December concert in the Umble Center featured Christmas carols, ethnic songs, and madrigals from the 15th, 16th, and 20th centuries. The choir also presented seven Native American songs. Many choir members had solos during this concert.

Work for the annual Chamber Choir tour began in earnest during Winter Trimester rehearsals. Their program for the Indiana, Illinois, and Iowa tour over midterm included excepts from Ernest Bloch's "Sacred Service" and J.S. Bach's "Motet VI" based on Psalm 117.

Although the choir did not have its usual post-tour concert during the winter, the Chamber Choir did combine with Chorale members to form the choir for the Mozart "Requiem" performance at the end of March. Directed by assistant professor of music Timothy Stalter, it also involved the GC Orchestra and four soloists: Frances Brockington, voice instructor during 1990-1991; Debra Brubaker, 1979 GC graduate; senior music major Nathan Streeter; and professor of music Doyle Preheim.

The Chamber Choir was also active in presenting concerts in area churches during the year.

Angie Nofziger, Duane Beck, Tonya Sherck, and Troy Kauffman get the aisle seat while Steve Smucker, Phil Horst, and Jon Watkins take the window on the Choir's Winter midterm tour.

D. Longene

Director Doyle Preheim

J. S

They are taking us beyond Miami,
They are taking us beyond Caloosa River,
They are taking us to the end of our tribe.

"To the End of Our Tribe"
Seminole song arranged by Kenneth Jennings

1990-91 Chamber Choir:

Soprano	Alto	Tenor	Bass
Denise Clemens	Marcia Bender	Duane Beck	Mark Farmwald
Judy Farmwald	Sandra Blosser	Todd Brenneman	Philip Horst
Tiffany Friesen	Karyn Gregory	Philip Lapp	Troy Kauffman
Kris L. Martin	Elizabeth Hutchins	Douglas Longenecker	Jeremy Kropf
Angela Powell	Angie Nofziger	Nathan Streeter	Steve Smucker
Felicia Rohrer	Tonya Sherck	Jonathan Wenger	Jonathan Watkins

CHORALE

Mike Harley sings the tenor solo in "If I Got My Ticket, Can I Ride?" during the February concert.

The Chorale practices with the Orchestra on Mozart's "Requiem in D Minor."

R. Hochstetler

Soprano
Erica Godshall
Carmen Horst
Kim King
Leah Mullet
Shelly Nester
Holly Swartzendruber
Elisabeth Denisar
Monica Hochstedler
Sarah Hostetler
Kim Wright
Nancy Oswald
Barb Schweitzer
Amy Yoder
Michelle Milne

Alto
Lisa Bohnert
Ramona Enns
Ellen Fast
Susan Landes
Cheryl Kaufman
LaDene King
Wendy Lehman
Phyllis Martin
Jan Good
Karin Gingrich
Jeanne Yordy
Jill Osborne
Joanne Kaufman
Sara Hershberger
Laura Hess

Tenor
Eric Kurtz
Doug Witmer
Darvis King
Derek Wagler
Leonard Mast
Cory Albrecht
Darren Jantzi
Eric Yordy
Rodney Bender
Mike Harley
Michael Nolt
Derek Yoder
Todd Christophel
Paul Koop

Bass
Tim Dyck
Geoff Roth
Jeff Reimer
Chris Yoder
Mark Yoder
Brian Miller
Mark Sawin
Stefan Weber
Chad Brubaker
Joe Braun
Joe Manickam
Jeremy Ginerich
Troy Eichelberger
Joe Berry
Edward Miller

Goshen College Chorale members, under the direction of assistant professor of music Timothy Stalter, performed a variety of musical styles during the year. All of their Fall Trimester Monday-Wednesday-Friday rehearsals culminated with the early December performance of "Cocoa & Carols." With the help of the Brass Ensemble, the Chorale presented seasonal music ranging from the Gregorian chant "Hodie Christus natus est" to traditional Christmas carols like "Wassail Song" and contemporary carols by Benjamin Britten. The audience participated in singing two traditional carols with the Chorale before socializing over hot cocoa.

Stalter took the Choral "on the road" to Ohio during mid-term break. The program included a "Music of Early America" section featuring folk and Shaker hymns, and a "Music of Easter" section featuring the Mennonite favorite "Lift Your Glad Voices." The spirituals section highlighted a number of solo performances.

In late March, Chorale members joined theChamber Choir, Orchestra, and guest soloists in performing Wolfgang Amadeus Mozart's "Requiem" as a commemoration of the 200th anniversary of the composer's death.

ORCHESTRA

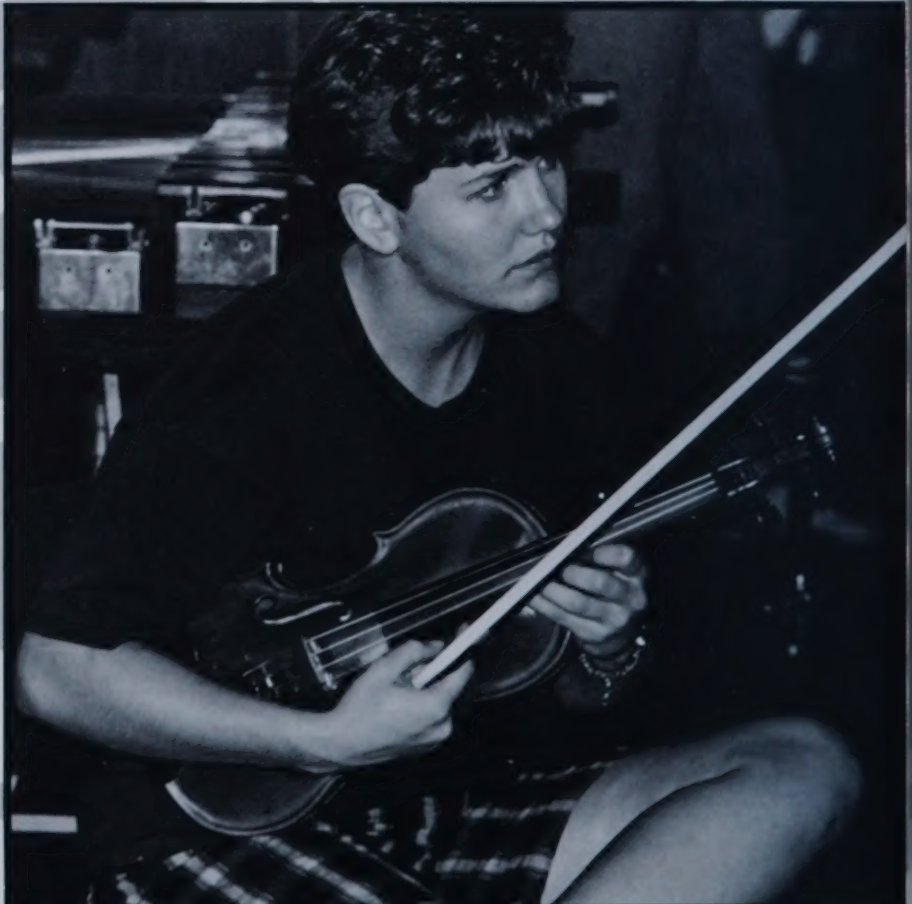
J. Sak

Lon Sherer and the GC Orchestra performed works by Mozart, Mendelssohn, Puccini and Prokofiev during the Winter Orchestra/Concerto-Aria Concert.

Capping off the long hours in practice, the Goshen College Orchestra performed its Autumn Concert in Union Auditorium. The November evening concert highlighted two pieces by Mendelssohn, "Symphony No.5 'Reformation'" and "Shakespeare's 'A Midsummer Night's Dream.'"

Lon Sherer, Director, and the Orchestra gave their annual Concerto-Aria concert on March 2nd. After auditions in the Fall, four students were selected to perform solos with the orchestra during the winter concert. Senior Kerry Roberts performed the first movement of Mendelssohn's "Piano Concerto No. 1 in G Minor"; Sophomore Erin Yoder played the "Allegro" movement from Mozart's "Horn Concerto No. 3 in E flat Major" on French horn; Mendelssohn's "It is enough. . . " from *Elijah* was sung by sophomore baritone Philip Horst; Puccini's "Che gelida manina. . . " from the opera *La Boheme* was performed by senior tenor Nathan Streeter.

Completing their 1990-1991 season, the orchestra combined with the Chorale and the Chamber Choir to present the Mozart "Requiem" in commemoration of Mozart's death and to raise funds for the Mary K. Oyer Chair in Music and Humanities Endowment Fund. The "Allegro" movement of the Konzertantes Quartet preceded the "Requiem."



J. Sak

Violinist Gwen Clemens awaits her next entrance.

J. Sakai

ours of practice go into each Orchestra performance. Alicia Showalter on oboe and Jan Osborne on flute oncentrate on their music during rehearsal.

J. Manickam

rst-year students Heather Hochstetler and Nicole Yoder added to the orchestra's talented cello section.

Membership

1st Violins
- Erika Metzler
- Diane Miller
- Kendra Good
- Lisa Bohnert
- Kristine Stalter
- Ken Wenger
- Kathy Steiner
- Gwen Clemens
- Kati Mikkola

2nd Violins
- Joshua Yoder
- Douglas Witmer
- James Clemens
- Jennifer Byler
- Cheryl Kaufman
- Barbara Schweitzer
- Catherine Friesen

Violas
- Lenae Nofziger
- Nancy Hapner

Cellos
- Terri Miller
- Erika Yoder
- Nicole Yoder
- Jill Osborne
- Fred Yoder
- Heather Hochstetler

String Bass
- Kent Smith
- Robert Martin

Percussion
- Murray Weaver
- Rachel Zaerr
- Mark Farmwald

Piano
- Joanne Kaufman

Organ
- Michael Stauffer

Flute
- Jan Osborne
- Kristy Shellenberger
- Gwen Gingerich

Oboe
- Alicia Showalter
- Susan Lehman
- Michele Troyer

Clarinet
- Kerry Roberts
- Richard Huber
- Reneta Welty

Bassoon
- Michael Harley
- Greg Walson

Horns
- Erin Yoder
- Timothy Dyck
- Troy Kauffman
- Kristina Martin

Trumpets
- Mark Claassen
- John Hersberger
- Anita Nafziger

Trombones
- Dean Altstaetter
- Daryl Miller
- Laura Short
- Joel Wenger

VOCAL JAZZ

Under the direction of 1990 GC graduate Susan Graber, the popular Vocal Jazz Ensemble bopped, rocked, and romped during its single concert of the year. Varying tempos from the upbeat "Puttin' on the Ritz" and "Frog Went a Courtin'" to the mellower rhythms of "Lazy River" and "Am I Blue?", the relatively green ensemble (two-thirds were vocal jazz newcomers) blended together with style. Especially favored by the crowd in Union Auditorium was the tightly arranged "Fugue in C Minor" by Bach.

Winter Trimester found the group leaderless, but a love for vocal jazz compelled senior Sandra Blosser to bring together five members to perform a few songs for Goshen's Winter Jazz Concert.

At right, Sandra Blosser and Sarah Hostetler harmonize during a Vocal Jazz rehearsal.

J.

As the concert approaches, ensemble members spend time rehearsing with sound equipment.

S.

Members

Sopranos
Denise Clemens
Lara Troyer
Angela Plank

Tenors
Todd Christophel
Nathan Streeter
Mark Sawin

Altos
Nancy Oswald
Sandra Blosser
Sarah Hostetler

Basses
Mark Yoder
Joe Berry
Jeremy Kropf

Directors: Kay Montgomery, Susan Graber

Bottom: Sopranos Denise Clemens, Lara Troyer, and Angela Plank were featured in the song "Lazy River."

S.

BRASS ENSEMBLE

The Goshen College Brass Ensemble gained momentum this year. Directed by associate professor of music and humanites David Mosley, the ensemble's membership grew to fifteen.

Although Brass Ensemble does not hold concerts on its own, they performed twice at other concerts on campus. n December, it accompanied the Chorale at the "Cocoa and Carols" concert. And during Winter Trimester, they presented two pieces from Prokofiev's "Lieutenant Kijè Suite" at the Orchestra concert.

The periods of the pieces they select range from the modern P.D.Q. Bach to Canadian Brass arrangements to wedding marches. Occasionally members of the ensemble break into smaller quartets or quintets to gain experience n a wider variety of brass music.

M. Jantzi

Erin Yoder, Dean Alstaetter, and Greg Lehman play at graduation.

Ptrick Showalter and Greg Lehman pause between numbers at a spring 1990 outdoor concert.

Trumpets
Patrick Showalter
Mark Claassen
John Hershberger
Anita Nafziger
Jeremy Gingerich

Trombones
Laura Short
Dean Alstaetter
Wanda Yoder

Director
David Mosley

Horns
Erin Yoder
Troy Kauffman
Tim Dyck
Kris Martin

Tuba
Darren Rupp

Baritone
Grant Martin

JAZZ BAND

The semi-annual concerts of the GC Jazz Band filled the Union Auditorium with enthusiastic audiences. Playing for students, faculty and many community members, the director Richard Purlee brought the band to new heights.

In the fall, the jazz band and Purlee, in his first year at GC, tried out many styles of music. Big band tunes like "Moonlight Serenade" and "Kansas City" were mixed in with up-tempo "Sweet Georgia Brown" and "This Bass Was Made For Walkin'." During their April concert, the band added three combo numbers to their show.

Following up last year's "Yucca Tree" tour, this year's jazz band took the three-day "Archbold Again?!" tour to Ohio and Indiana.

Because none of the members this year graduated, students expect another solid jazz sound from the 1991-92 GC jazz band.

Members

Trumpets
- Mark Claassen
- Shannon Beaty
- Anita Nafziger
- John Hershberger
- Matt Troyer
- Greg Lehman

Saxophones
- Julia Wagler
- Lara Troyer
- Brian Hook
- Todd Helmuth
- Rick Huber
- Jeff Dyck
- Alan Kauffman

Trombones
- Joel Wenger
- Chad Harshbarger
- Daryl Miller
- Laura Short
- Kent Nafziger
- Todd Gingerich

Piano
- Dean Alstaetter

Bass
- Daryl Newswanger
- Steve Beyeler

Guitar
- Keith Hershberger
- J.J. Stuckey

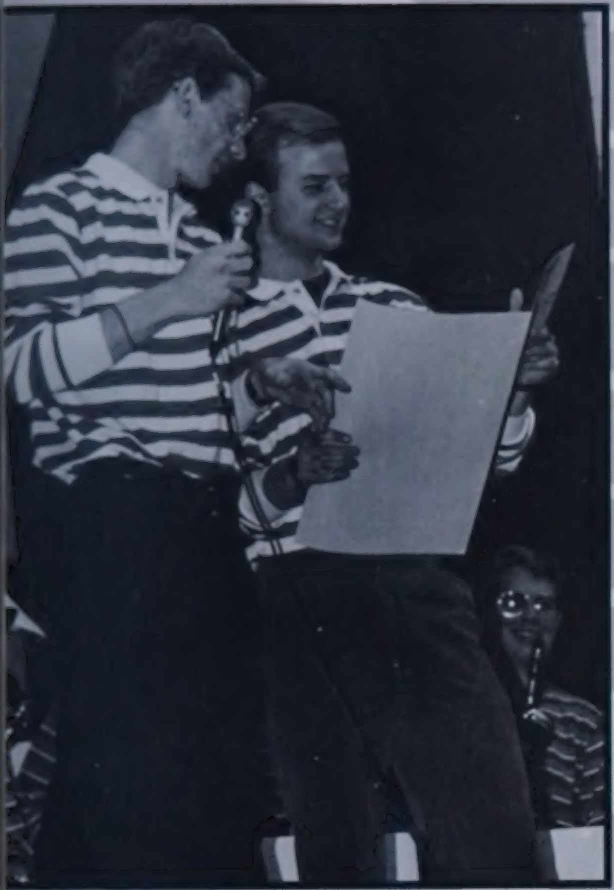
Drums
- Murray Weaver

Top: Lara Troyer solos during the fall concert.

Middle: Jazz Band prepares for an upcoming concert.

Bottom: Mark Claassen directs "Under the Sea."

JAZZ BAND



Mark "Stu-Dir" Claassen and John "No shoes" Hershberger ham it up at the winter show.

The piano man, Dean Alstaetter.

Jazz
Jazz
Jazz
Jazz

e Goshen College Jazz Band, directed by Richard Purlee and Mark Claassen, performs two concerts a year on campus and travels to her states.

Photos by J. Sakal

FALL PLAY

Right: During a rare moment of trust, Yelena (Cathy Hockman) promises her step-daughter Sonya (Judy Farmwald) that she will talk to Astrov confidentially.

Left: Vanya's mother Maria (Sharon Mellinger) and Sonya sit out in the garden for tea.

In early November Goshen College proudly presented Anton Chekhov's comedy *Uncle Vanya*. Umble Center stage was transformed by cast and production crew into the verandah of an 1890's Russian estate where emotions of love as well as alienation and anger were played out.

Lauren Friesen directed the story of a family of Russian aristocrats who view themselves as failures. Even though the characters seem to know how to improve their lives, they feel too powerless to change themselves.

The title character, Uncle Vanya, played by Brent Balmer, realizes that life has passed him by. Vanya's cranky brother-in-law, Professor Serebryakov, has also missed out on many of life's joys. In fact, the professor's daughter Sonya and his second wife Yelena show devotion to him, but he doesn't express any feelings in return. The frustrated doctor Astrov also longs for attention, but, in the end, Yelena rejects his offers to change her life.

Though *Uncle Vanya* is a comedy, Chekhov also gives a social commentary on the Russian class structure and the aristocrats, both tragic and comic, who find that they've wasted their lives away.

Bottom: The family nursemaid Marina (Michelle Milne) consoles Serebryakov (Terry Seiler) during his visi to the estate.

Photos by J. Sakai

UNCLE VANYA

Cast

Serebryakov	Terry Seiler
Yelena	Cathy Hockman
Sonya	Judy Farmwald
Maria	Sharon Mellinger
Vanya	Brent Balmer
Astrov	Tim Eash
Telegin	Jon Watkins
Marina	Michelle Milne
Workman	Tom Sample
Watchman	Mike Bast

Production Crew

Artistic Director	Lauren Friesen
Technical Director	Durrell B. Ramer
Assistant Director	Steve Weaver
Stage Manager	Todd Brenneman
Light Design	Ketty Cancel
Sound Design	Mike Jantzi Paul Housholder
Set Design	Lauren Friesen
Properties	Steve Miller
Costumer	Rebecca Stewart

Top: Uncle Vanya'(Brent Balmer)'s romantic advances are repelled by the beautiful young Yelena (Cathy Hockman).

Left: Unaffected by the depressing Vanya household, simpleminded Telegin (Jon Watkins) contentedly plays his guitar.

SEREBRYAKOV: Of course, you are right. I am not a fool, and I understand. You are young and strong and good-looking. You want life and I am an old man, almost a corpse. Do you suppose I don't understand? And, of couse, it is stupid of me to go on living. But wait a little, I shall soon set you all free. I shan't have to linger on much longer.

YELENA: I am worn out... for God's sake be quiet!

SEREBRYAKOV: It seems that, thanks to me, everyone is worn out, depressed, wasting their youth, and I am the only one enjoying life and satisfied. Oh, yes, of course!

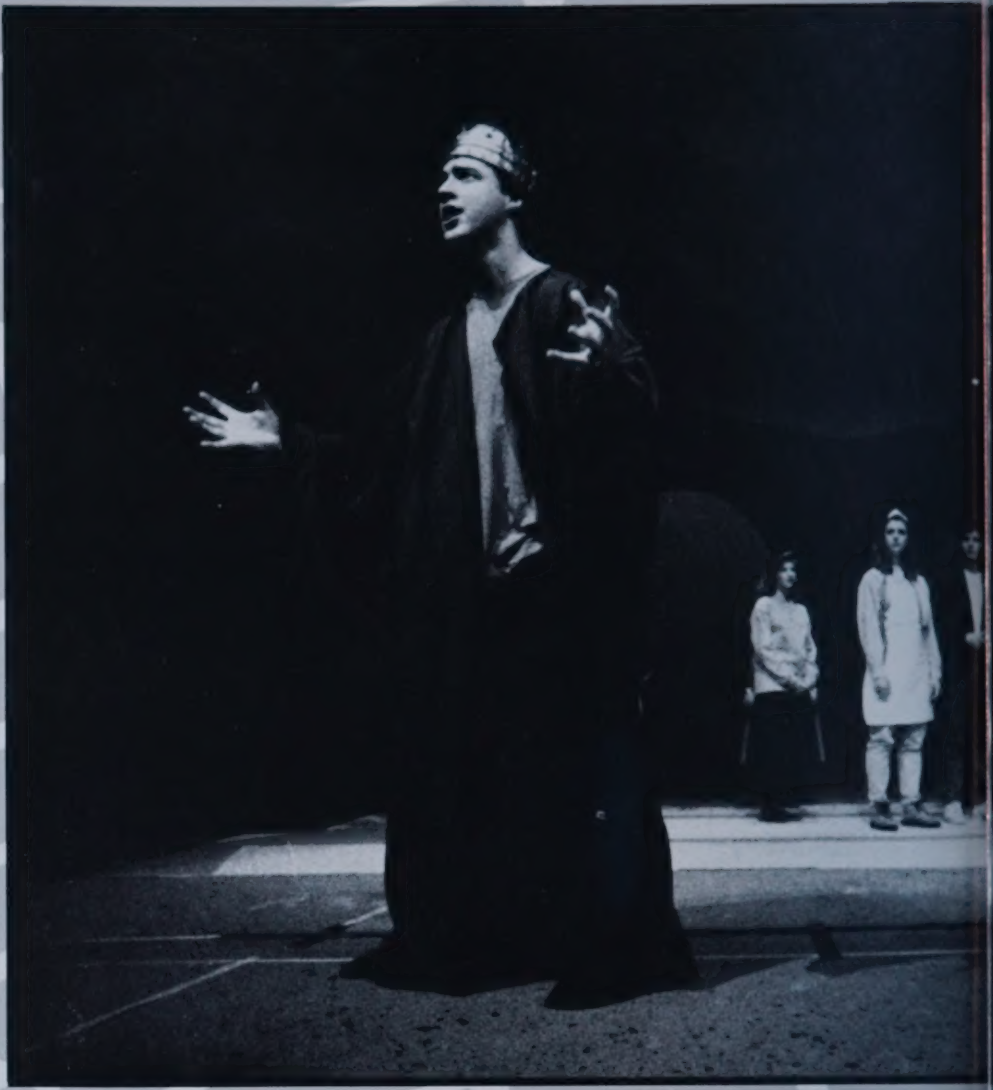
WINTER PLAY

In *The Anabaptists*, the Anabaptist Kingdom of Münster rises and falls. Performing the debut of the English version of Friedrich Durrenmatt's German tragi-comedy, the GC student cast portrayed an often-ignored piece of Anabaptist history.

Set in 1534-1535, the play followed the coming of the radical movement to the city, the rise of its popularity (even with Protestants and Catholics amassing outside the city walls), and eventually the defeat of the Anabaptists. Johann Bockelson and Jan Matthison were the religious leaders; but in a period when church and state often intertwined, the mayor Knipperdollinck also declared Münster an Anabaptist haven. Basing his play on rather dark historical facts, such as polygamy and capital punishment, Durrenmatt added a comic element to the tragedy.

In addition to employing one of the largest GC play casts, there were many involved in the production crew. Special care was taken with the lighting, set design, music, choreography and costume to keep the mood of the play intact.

Performed in Umble Center, the play, translated by Director Lauren Friesen, was the GC Winter production.



The ex-actor Bockelson (Roger Martin) cries to the heavens as he performs his most powerful role--"King of the Anabaptists."

Jan Matthison (Todd Brenneman), the first Anabaptist leader in Münster, explains his religious ideas to his followers.

THE ANABAPTISTS

The mercenary generals Von Mengerssen (Brent Balmer) and Von Buren (Matt Smucker) discuss their past conquests as they plan the siege of Münster.

EMPEROR: Wiedertäufer?

CARDINAL: Harmless, little people, my son, diligent and pious. They roam throughout your Empire.

BISHOP: Your Eminence!

CARDINAL: Don't contradict me, Bishop of Münster! The Wiedertäufer demand adult baptism, but my God, that is an ancient Christian idea. The Germans are, after all, a pious people, inclined to brood, why everybody is a secret mystic.

ELECTOR: Another beer!

The mayor's daughter Judith (Angela Plank) pleads for mercy from Archbishop Waldeck (Tom Sample).

CAST

Emperor Karl V	Jon Watkins
Cardinal	Marc Yoder
Archbishop Waldeck	Tom Sample
Elector	Eric Massanari
Landgrave	Leonard Mast
Chancellor	Terry Seiler
Page	Michelle Milne
Bockelson	Roger Martin
Jan Matthison	Todd Brenneman
Rothmann	Paul Housholder
Krechting	Dave Wingard
Mrs. Staprade	Michelle Milne
Mrs. Vinne	Jennifer Van Winkle
Mrs. Klopriss	Sofia Samatar
Knipperdollinck	Steve Weaver
Judith	Angela Plank
Monk	Mike Harley
Watchman	Tim Yoder
Gresbeck	Greg Walson
Butcher	Shannon Musselman
Vegetable Woman	Sharon Mellinger
Mrs. Langermann	Jan Good
Langermann	Jonathan Wenger
Mrs. Friese	Becky Larrison
Friese	Terry Seiler
Helga	Analisa Massinari
Gisela	Carmen Horst
Veronika	Lillian Haas
Divara	Grace Sembajwe
Mrs. Kruse	Catherine Friesen
Von Buren	Matt Smucker
Von Mengerssen	Brent Balmer
1 Soldier	Leonard Mast
2 Soldier	Greg Walson
Chorus of Women	Jan Good, Analisa Massanari, Michelle Milne, Grace Sembajwe, Carmen Horst, Becky Horst

Artistic Director	Lauren Friesen
Technical Director	Durrell Brenneman Ramer
Assistant Director	Jessica Lazar
Stage Manager	Steve Miller

Photos by Joe Sakai

ONE ACTS

"Heads and Tails": Kate (Jan Good), Clay (Keith Hershberger) and David (Brian Penner) try to find an explanation for death in their friend's diaries. The dead friend Roselyn (Nicole Yoder) looks on.

J. Saka

Featuring scripts written by GC Theater majors, students both directed and performed in one-act plays. In the fall trimester, four plays were presented. "Your Honor," written by senior Judy Farmwald and directed by senior Jon Watkins, examined the feelings of a couple in divorce court. Sophomore Brent Balmer's "Potato" centered on six inmates' plans to escape from their asylum, leaving monotonous, mashed potato-filled lives behind. Assistant professor of communication Kerry Strayer directed. The diary of a dead friend was the focus of sophomore Diana Zimmerman's "Heads and Tails," directed by senior Todd Brenneman. LaurenFriesen directed the comedy "Dogs Do" by Jonathan Putnam, an Ohio State student, in which two forgotten and hungry dogs plot to get back inside their owners' house.

Early in February, the casts of the winter one-acts "Ferris Wheel" and "Wildflowers" took to Umble Center stage. Directed by senior Cathy Hockman, the comedy "Ferris Wheel" captured two strangers, Johni and Philbert, stuck on a Ferris wheel. This one-act about opposite personalities was written by sophomore Sharon Mellinger. Lauren Friesen's comedy "Wildflowers" watches a young man bringing his girlfriend home to meet his family for the first time. Judy Farmwald directed the one-act's premiere.

"Dogs Do": Honey (Kathy Howe), a dog owner, reprimands the two dogs Isah (Roger Martin) and Jonah (Tom Sample).

J. Saka

"Your Honor": Megan (Diane Moyer) and Gerald (Mike Bast) explain their "irreconcilable differences."

J. Sa

ONE ACTS

J. Sakai

"Potato" : Idealist 89425 (Laura Hess), leader of the inmates, listens to Colonel White (Mike Smucker) just before he is killed in a vat of mashed potatoes.

J. Manickam

"Ferris Wheel": Philbert (Terry Seller) and Johni (Julie Hostetler) chat while stopped at the top of a ferris wheel.

ATHLETICS

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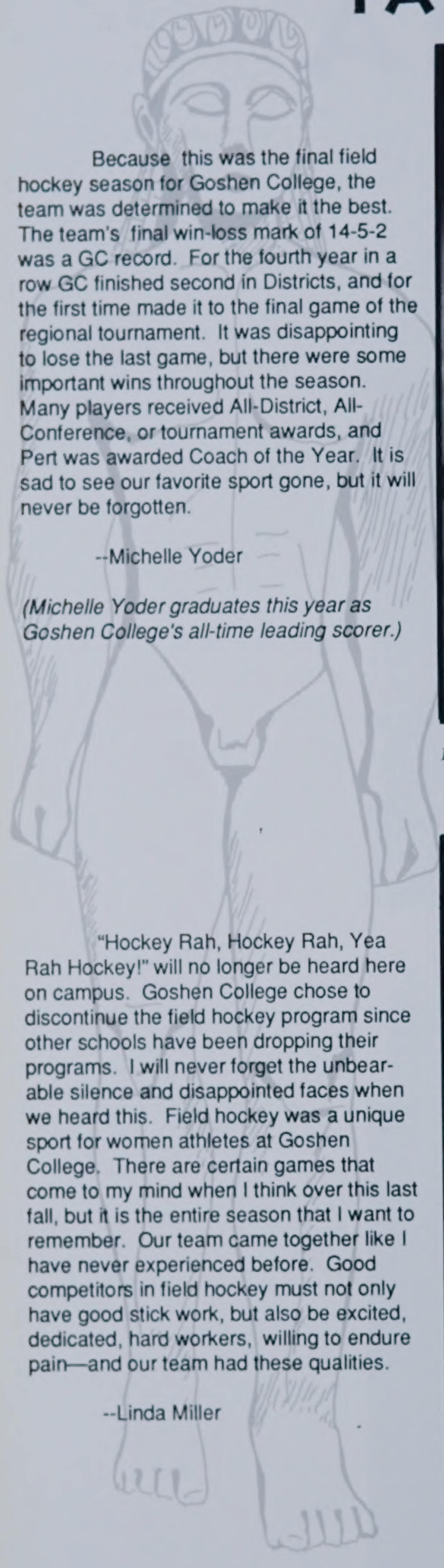
FAREWELL, FIELD HOCKEY



Because this was the final field hockey season for Goshen College, the team was determined to make it the best. The team's final win-loss mark of 14-5-2 was a GC record. For the fourth year in a row GC finished second in Districts, and for the first time made it to the final game of the regional tournament. It was disappointing to lose the last game, but there were some important wins throughout the season. Many players received All-District, All-Conference, or tournament awards, and Pert was awarded Coach of the Year. It is sad to see our favorite sport gone, but it will never be forgotten.

--Michelle Yoder

(Michelle Yoder graduates this year as Goshen College's all-time leading scorer.)

D. Troyer

Bonnie Stoltzfus and Lynda Nyce race an opponenent for the ball.

"Hockey Rah, Hockey Rah, Yea Rah Hockey!" will no longer be heard here on campus. Goshen College chose to discontinue the field hockey program since other schools have been dropping their programs. I will never forget the unbearable silence and disappointed faces when we heard this. Field hockey was a unique sport for women athletes at Goshen College. There are certain games that come to my mind when I think over this last fall, but it is the entire season that I want to remember. Our team came together like I have never experienced before. Good competitors in field hockey must not only have good stick work, but also be excited, dedicated, hard workers, willing to endure pain—and our team had these qualities.

--Linda Miller

D. Troyer

Cindy Harnish looks to make a pass while Bethany Miller looks to hit the calf of the opposing player.

"A hockey player is somehow in a class of her own. Walking out onto a field with stick in hand ignites an excitement for what is to come. You feel proud, dressed in a plaid kilt with matching socks, as you team up with ten others to do battle with your foe. When the whistle blows, the magic begins. The game itself makes all the sweat and work undeniably worthwhile. No matter how hard-fought, no matter how close the match, it's a sure thing that friends were made and skills were admired. You can walk off the field or straggle off, but you go with the knowledge of having reached down deep, been tried, and found true."

-Luanne Ferenci
Field hockey coach
Warren Hills, NJ

Goshen College field hockey will live forever in the lives of the players and coaches. A certain comraderie had often developed among the hockey players at GC. Head coach Linda "Pert" Shetler, who played for the Leafs her sophomore through senior years (1970-1972), was nicknamed "Pert" by her fellow teammate, Marty Kelley. Likewise, the GC players of today have special relationships and some silly nicknames. Team cliquing is not only necessary for a sport such as field hockey, but also adds to the mystique.

Field hockey is an unknown to many--especially in the Midwest. Some consider women running around in kilts to be a bit odd, but players say, "Hey, it's *okay*! That's *hockey*!" The pain of training and playing the game, along with the kilts, are a part of hockey tradition.

The team reacted with mixed emotions to the news that this was GC's last field hockey season. They turned their initial disappointment into a desire to win, and had a season of flying colors,culminating in the Michigan-Indiana-Kentucky-Tennesee tournament at G.C. The Leafs lost to the top-ranked team by one goal in the last minute of the final game.

Even though this year marks the end of a tradition at Goshen College, hockey will live on. The team agrees with Ferenci who said, "There is a quality to field hockey that gets into your blood and makes you a hockey player for life."

"I'll never forget the the unbearable silence and disappointed faces when we heard.... Field hockey was a unique sport for women at Goshen College."
Linda Miller

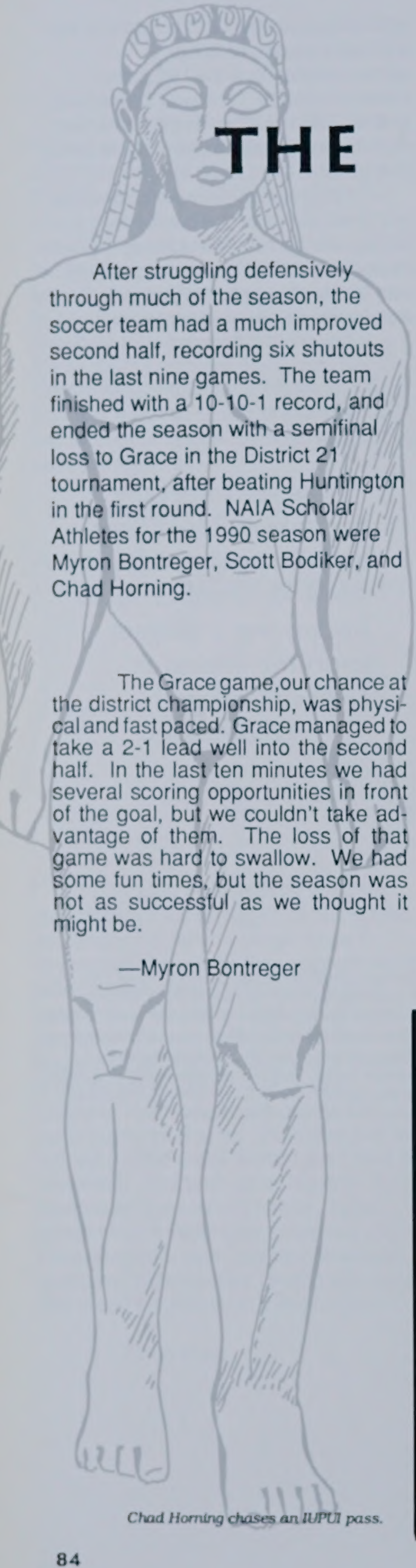
D. Troyer

Goshen's final field hockey team: Front row, l to r: Gwendolyn Clemens, Darla Beck, Bonnie Stoltzfus, Christy Holland, Michelle Yoder, Linda Miller, Bethany Miller. Back row: Manager Angie Wiens, Lynda Nyce, Shannon Musselman, Annette Zacho, Tonya Boschman, Johanna Miller, Cindy Harnish, Asst. Coach Sharon Swartley, Head Coach Linda "Pert" Shetler.

D. Troyer

Darla Beck beats her Adrian College opponent to the ball as goalie Christy Holland guards the cage and Joanna Miller looks on.

THE BOYS OF FALL



After struggling defensively through much of the season, the soccer team had a much improved second half, recording six shutouts in the last nine games. The team finished with a 10-10-1 record, and ended the season with a semifinal loss to Grace in the District 21 tournament, after beating Huntington in the first round. NAIA Scholar Athletes for the 1990 season were Myron Bontreger, Scott Bodiker, and Chad Horning.

The Grace game, our chance at the district championship, was physical and fast paced. Grace managed to take a 2-1 lead well into the second half. In the last ten minutes we had several scoring opportunities in front of the goal, but we couldn't take advantage of them. The loss of that game was hard to swallow. We had some fun times, but the season was not as successful as we thought it might be.

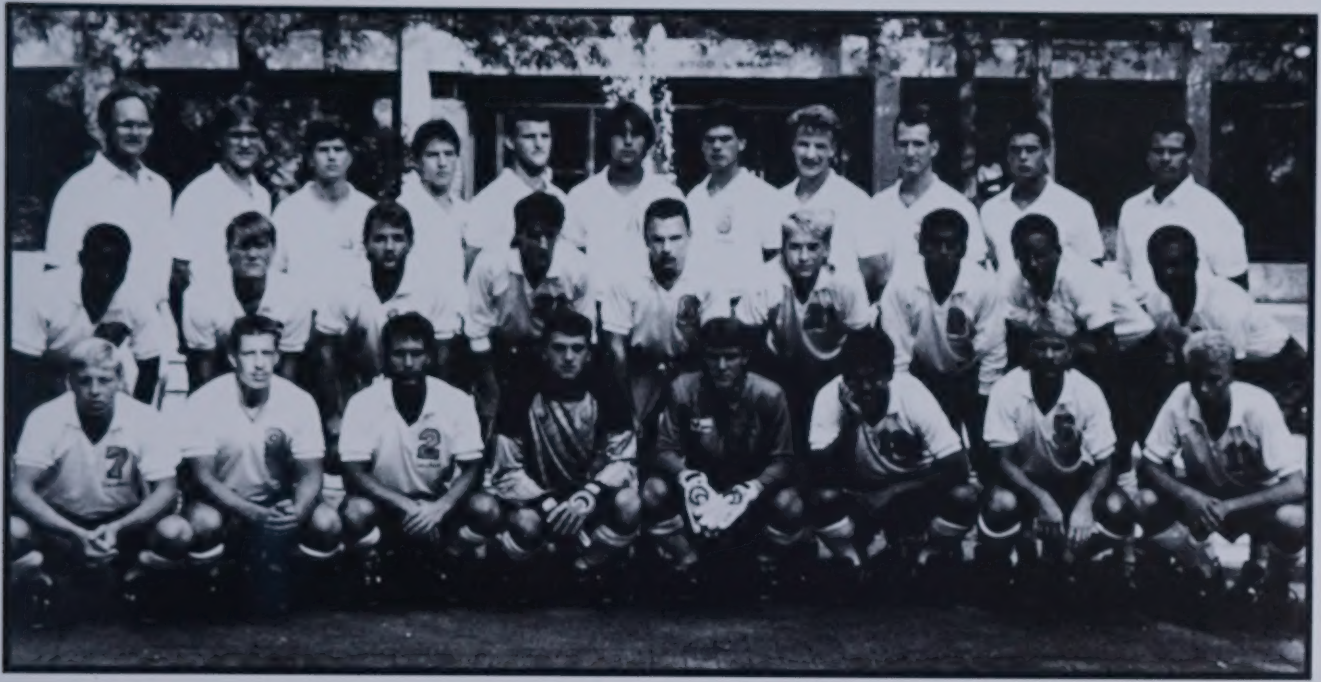
—Myron Bontreger

Myron Bontrager keeps his eye on the ball.. Bontrager led the team in goals with sixteen.

D. Troyer

Chad Horning chases an IUPUI pass.

Front row, l to r: Jerry Zehr, Rich Eby, Myron Bontrager, Eric Jantzen, Tony Bauman, Thavisith Mounsithiraj, Rick Nussbaum, Eric Yordy. Middle Row: Chris Yoder, Jeff Case, Mike Stuber, Tim Weidner, Tim Stoltfer, Steve Smucker, Johncey Matthew, Mark Hallman, Andrew Scott. Back row: Head Coach Dwain Hartzler, Jeff Kaufman, Chad Horning, Tim Wharton, Alan Burkholder, Randy Mast, J. J. Stuckey, Mike Bast, Pat Sauder, Scott Bodiker, Randy Zimmerly.

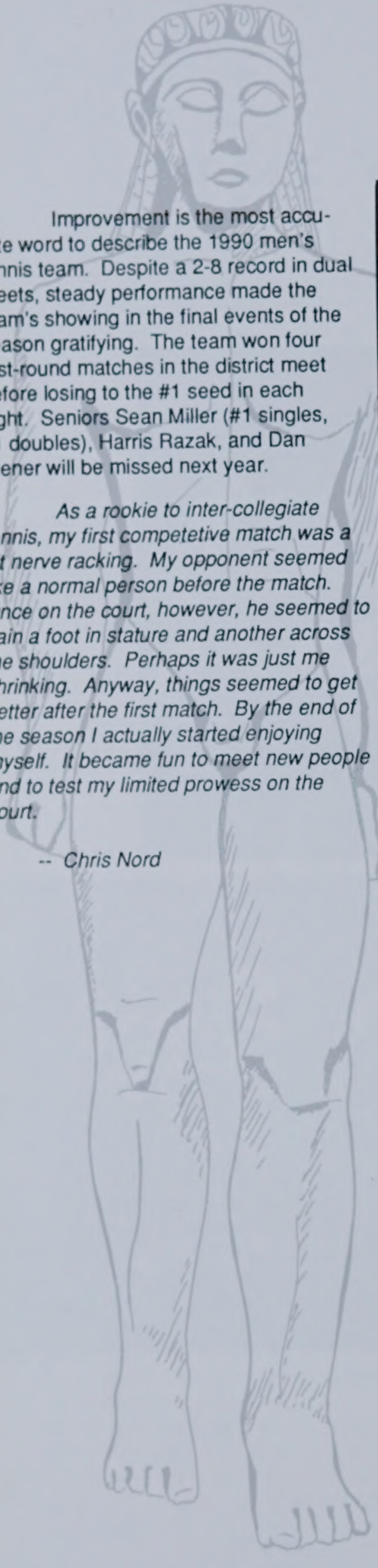


Jeff Case prepares to chip the ball down the line.

D. Troyer

Jerry Zehr evades two Huntington defenders.

KINGS AND . . .



Improvement is the most accurate word to describe the 1990 men's tennis team. Despite a 2-8 record in dual meets, steady performance made the team's showing in the final events of the season gratifying. The team won four first-round matches in the district meet before losing to the #1 seed in each flight. Seniors Sean Miller (#1 singles, #1 doubles), Harris Razak, and Dan Diener will be missed next year.

As a rookie to inter-collegiate tennis, my first competetive match was a bit nerve racking. My opponent seemed like a normal person before the match. Once on the court, however, he seemed to gain a foot in stature and another across the shoulders. Perhaps it was just me shrinking. Anyway, things seemed to get better after the first match. By the end of the season I actually started enjoying myself. It became fun to meet new people and to test my limited prowess on the court.

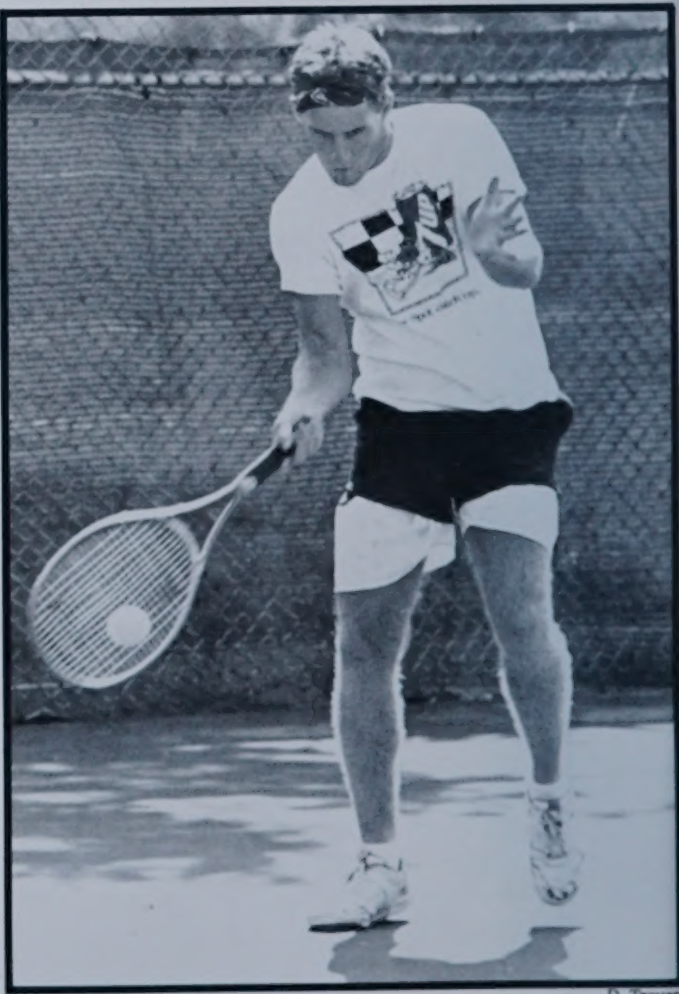
-- *Chris Nord*

D. Troyer

Above, The 1990 Men's Tennis squad. Front row: Phil Mischler, Sunil Hong, Brian Swartzendruber, T. J. Sheppard. Back Row: T. J. Dyck, Chris Nord, Harris Razak, Mark Mosemann, Sean Miller.

"...and if I win a majority of these points, I'll win a match against my opponent and myself."

Sue Conrad



D. Troyer

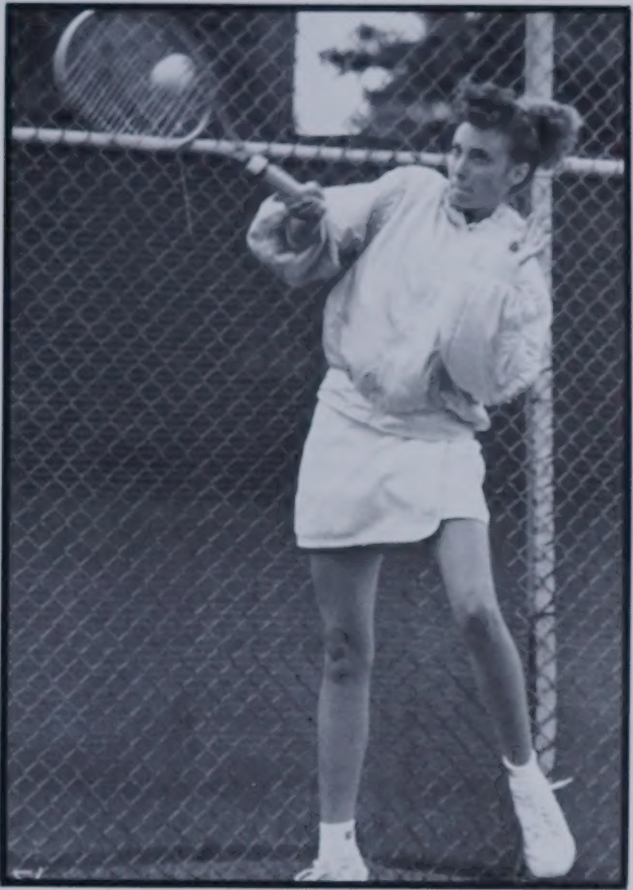
Phil Mishler works on his forehand during a baseline volley.

QUEENS OF THE COURT

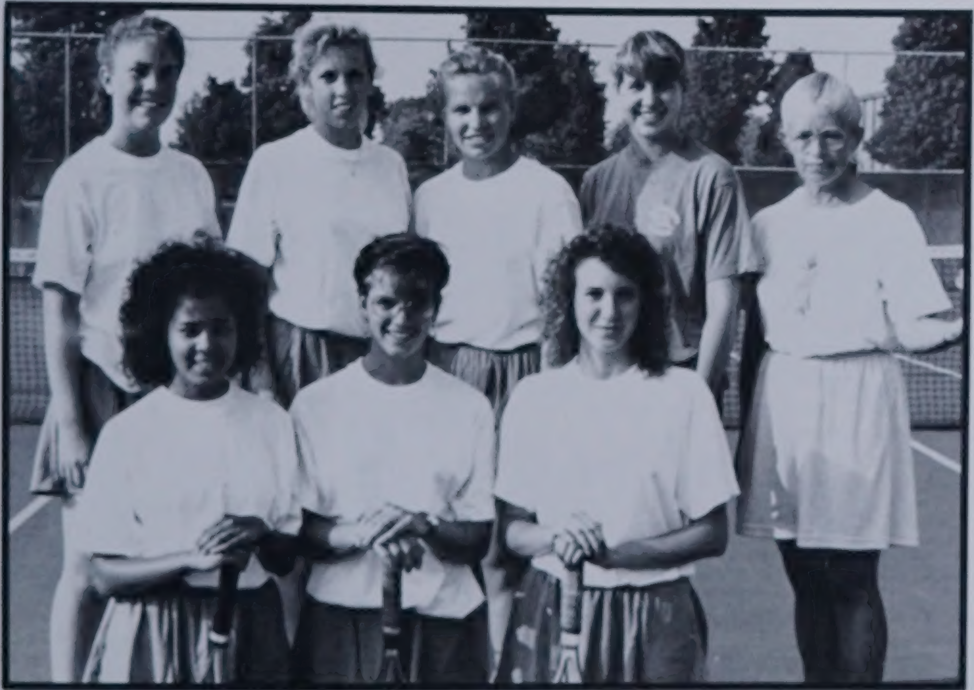
Below, Laura Hess smashes a baseline backhand.

D. Troyer

Below, Jody Cripe swings hard.



D. Troyer



D. Troyer

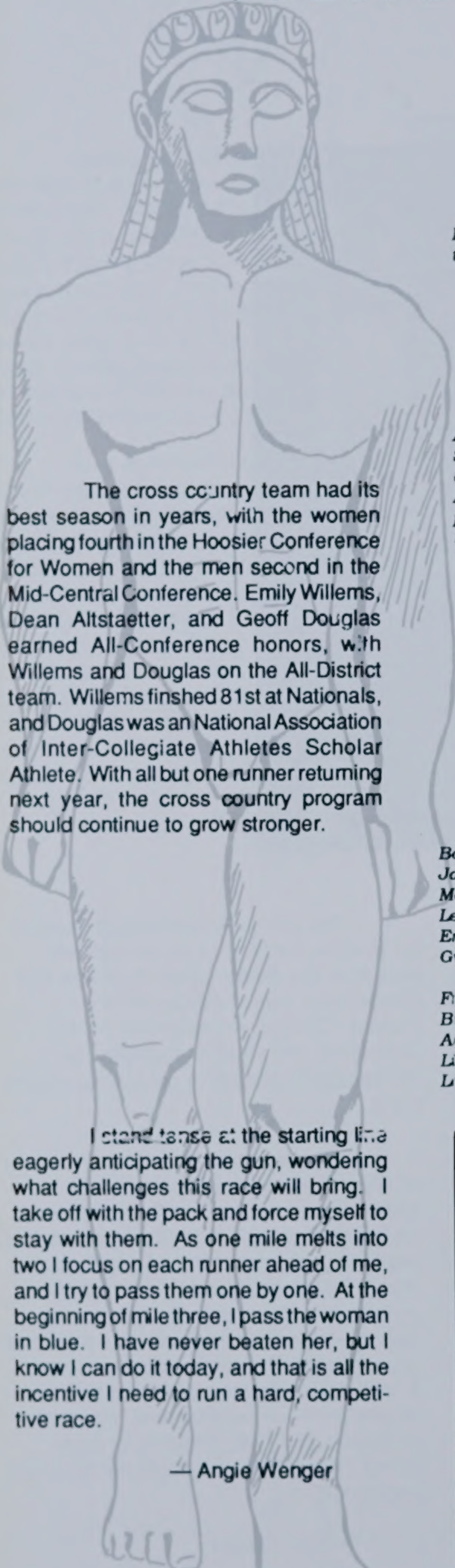
Front row, l to r: Anita Peachey, Laura Hess, Jody Cripe. Back row: Sue Conrad, Rose Everest, Kris Miller, Tanya Hershey, Head Coach Joy Hess.

The women's team placed fourth in the Hoosier Conference for Women and seventh in the district. Jody Cripe and Sue Conrad were named All-Conference doubles. Conard was named to the All-Conference and All-District singles teams. The season ended with a conference record of 2-4.

I inspect my opponent. What brand of shoes is she wearing? How many rackets is she holding? Is there any sweat on her clothes yet? In tennis appearance is everything, at least at first. A match can be won or lost so easily in one's mind before walking on to the court. Strokes, serves, volleys—they can mean nothing if you know your opponent's record contains no losses. Finally, we're into the match, and the tension is off—at least for now. It's point-by-point, and if I win a majority of these points, I'll win a match against my opponent and myself.

-- Sue Conrad

ACROSS THE COUNTRY



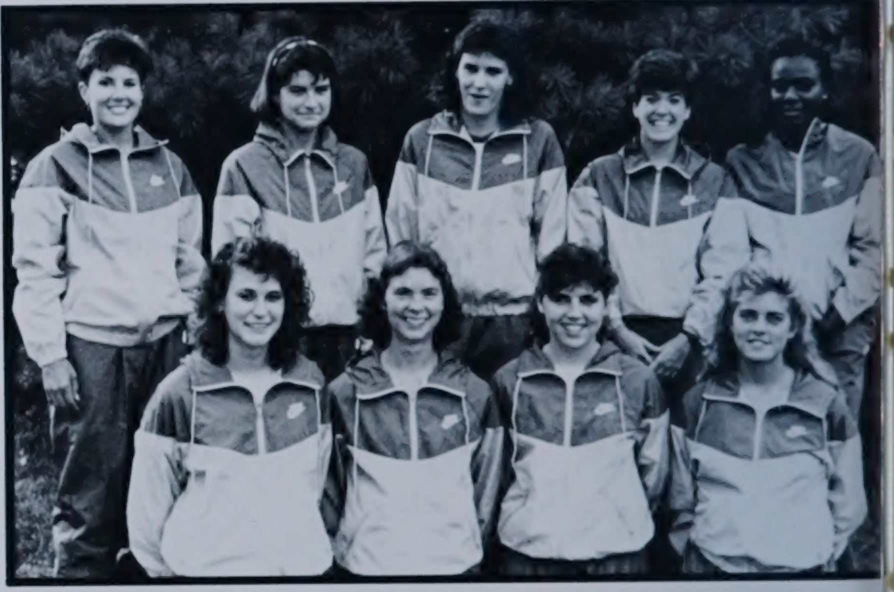
The cross country team had its best season in years, with the women placing fourth in the Hoosier Conference for Women and the men second in the Mid-Central Conference. Emily Willems, Dean Altstaetter, and Geoff Douglas earned All-Conference honors, with Willems and Douglas on the All-District team. Willems finshed 81st at Nationals, and Douglas was an National Association of Inter-Collegiate Athletes Scholar Athlete. With all but one runner returning next year, the cross country program should continue to grow stronger.

I stand tense at the starting line eagerly anticipating the gun, wondering what challenges this race will bring. I take off with the pack and force myself to stay with them. As one mile melts into two I focus on each runner ahead of me, and I try to pass them one by one. At the beginning of mile three, I pass the woman in blue. I have never beaten her, but I know I can do it today, and that is all the incentive I need to run a hard, competitive race.

— Angie Wenger

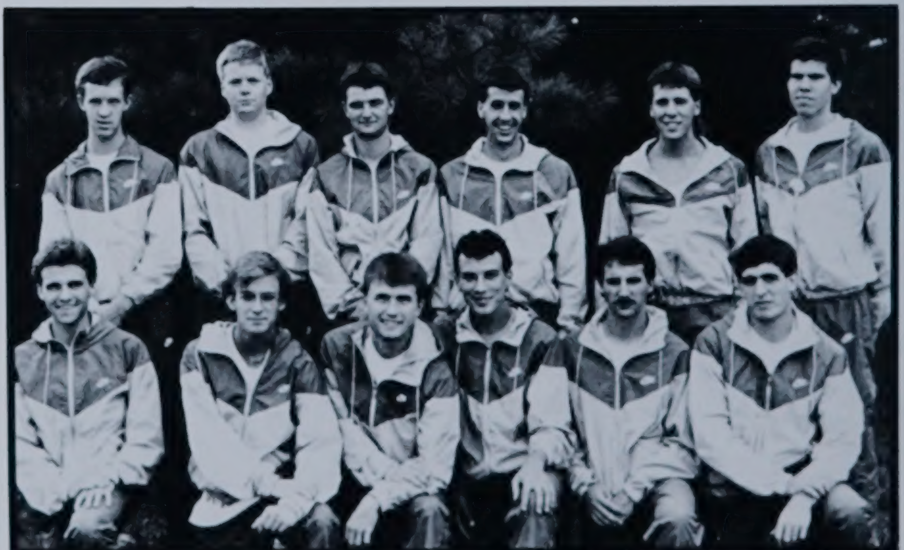
Leah Ramer turns the corner.

At right, Patrick Showalter (46) and Dean Alstaetter run perfectly in step.



Back row, l to r: Janette Wisseman, Marlene Harder, Leah Ramer, Emily Willems, Grace Sembajwe.

Front row: Buffy Wyse, Angie Wenger, Lisa Bacher, Lori Nofziger.



Back row, l to r: Alex Short, Dave Willems, ***Myles Schrag,*** *Dave Kimpler, Ryan Claassen, Dan Holcombe.*

Front row: Patrick Showalt Mark Hudson, Geoff Douglass, Dean Alstaetter, Joel Wenger, Jon Dilbone.

AND ON THE TRACK

In the lead, Joel Wenger gets the handoff from Brian Miller.

The track season began slowly and ended with many firsts for the Mapleleafs. At the conference meet Brian Miller placed first in the 400 meter hurdles, and Scott Hartman had wins in the 400 meter dash, the long jump, and the triple jump. Dave Maugel also placed first and established a new meet record in the javelin competition. Along with the first place winners, Kent Nafziger and Geoff Douglas were also named to the All-Conference team. Douglas was the District steeplechase champion, and both Douglas and Maugel placed 12th in their events at the national meet. Emily Willems was named a Hoosier Conference for Women Scholar Athlete, while Douglas and Miller each received the top national honor of NAIA Scholar Athlete.

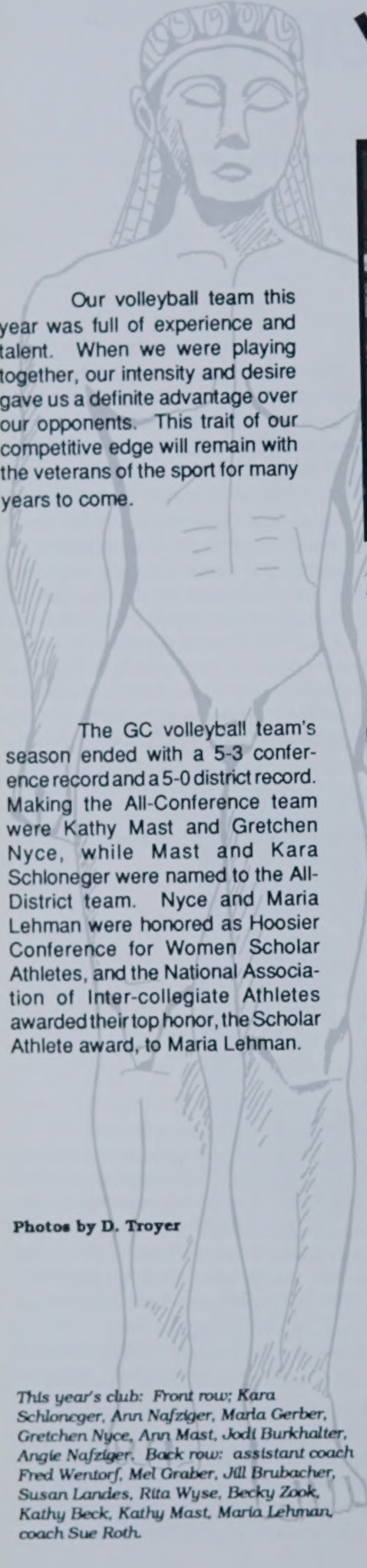
Bethany Miller

Front row: Coach Sue Roth, Emily Willems, Geoff Douglas, Chuck Kane, Patrick Showalter, Lisa Bacher, Bethany Miller. Middle row Coach Lyle Miller, Dean Alstaetter, Alex Short, Peter Gerber, Dan Holcombe, Kathy Howe, Dave Kimpler, Chad Lehman, Phil Hyerly, Scott Hartman, Brian Miller, Joel Wenger. Back row: Del Troyer, Dave Willems, Kent Nafziger, Dave Maugel, Clinton Foor, coach Jon Peachey.

Preparing for each Saturday meet was a new challenge, and only one person can place first at each competition. Intense concentration beginning with the warm-up stirred the desire for high performances. The national meet in Texas was another step in the competition level, and my desire as well as my nervousness was heightened. Every thrower is affected by the combination of the two—each in their own way. My desire for a personal best throw grows with every smooth flight of my javelin.

-- Dave Maugel

VOLLEYBALL



Our volleyball team this year was full of experience and talent. When we were playing together, our intensity and desire gave us a definite advantage over our opponents. This trait of our competitive edge will remain with the veterans of the sport for many years to come.

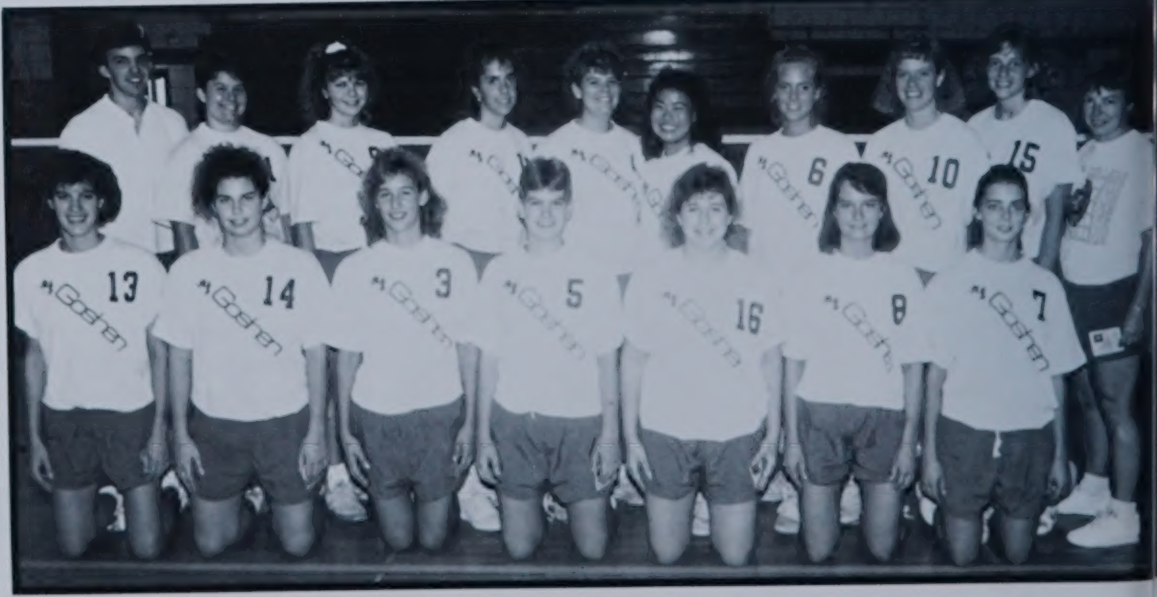
The GC volleyball team's season ended with a 5-3 conference record and a 5-0 district record. Making the All-Conference team were Kathy Mast and Gretchen Nyce, while Mast and Kara Schloneger were named to the All-District team. Nyce and Maria Lehman were honored as Hoosier Conference for Women Scholar Athletes, and the National Association of Inter-collegiate Athletes awarded their top honor, the Scholar Athlete award, to Maria Lehman.

Photos by D. Troyer

Ann Nafziger and Kara Schloneger watch a spike by Maria Lehman.

Gretchen Nyce

Kathy Mast and Maria Lehman go for a block.

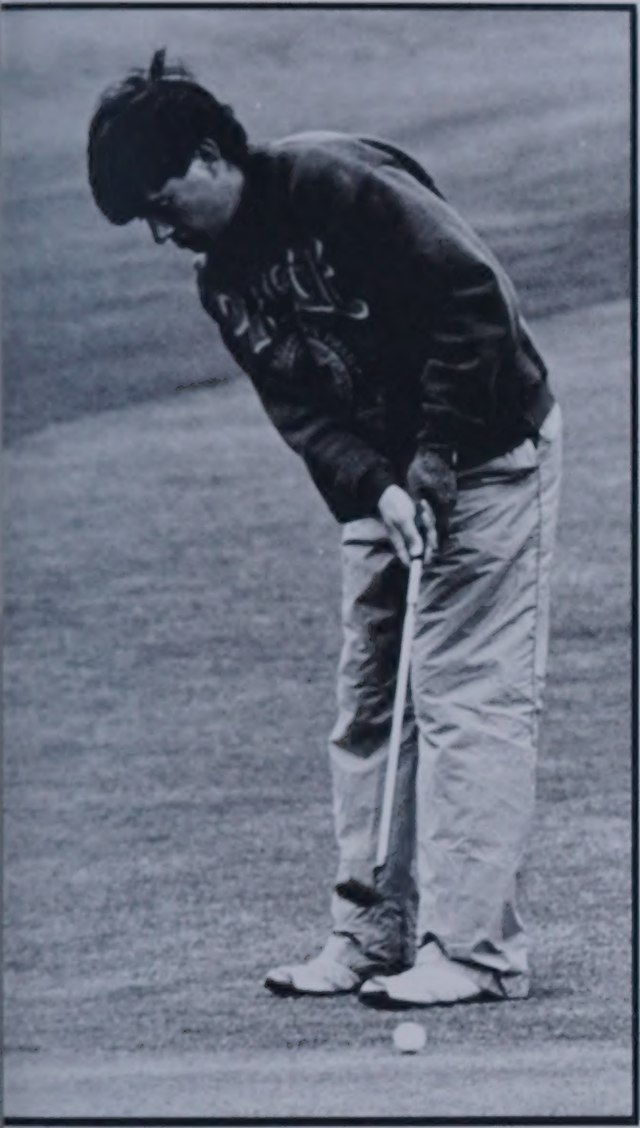


This year's club: Front row; Kara Schloneger, Ann Nafziger, Maria Gerber, Gretchen Nyce, Ann Mast, Jodi Burkhalter, Angie Nafziger. Back row: assistant coach Fred Wentorf, Mel Graber, Jill Brubacher, Susan Landes, Rita Wyse, Becky Zook, Kathy Beck, Kathy Mast, Maria Lehman, coach Sue Roth.

Photos by D. Troyer

GOLF

Shane Gascho



The golf team finished fifth in the Men's Central Conference this season, with a final standing of 4-26. They didn't quite meet the standard they set last year, which was the best in Goshen College history, but have high hopes and the talent to do so next year. Shane Gascho, who missed making the All-District team by one stroke last year, did so this year along with making the All-Conference team and scoring the third best average in the conference.

Mike Kauffman

Sean Miller

The atmosphere in our conference is one of relaxed competition. Although everyone desires to win each meet, the players don't put much pressure on themselves. Players from each team usually warm up together, and so there are groups of people wearing their college colors which adds to the feeling of competition. The great instructors of the game always say, "play the course not your opponent," yet there are certain teams we especially want to beat.

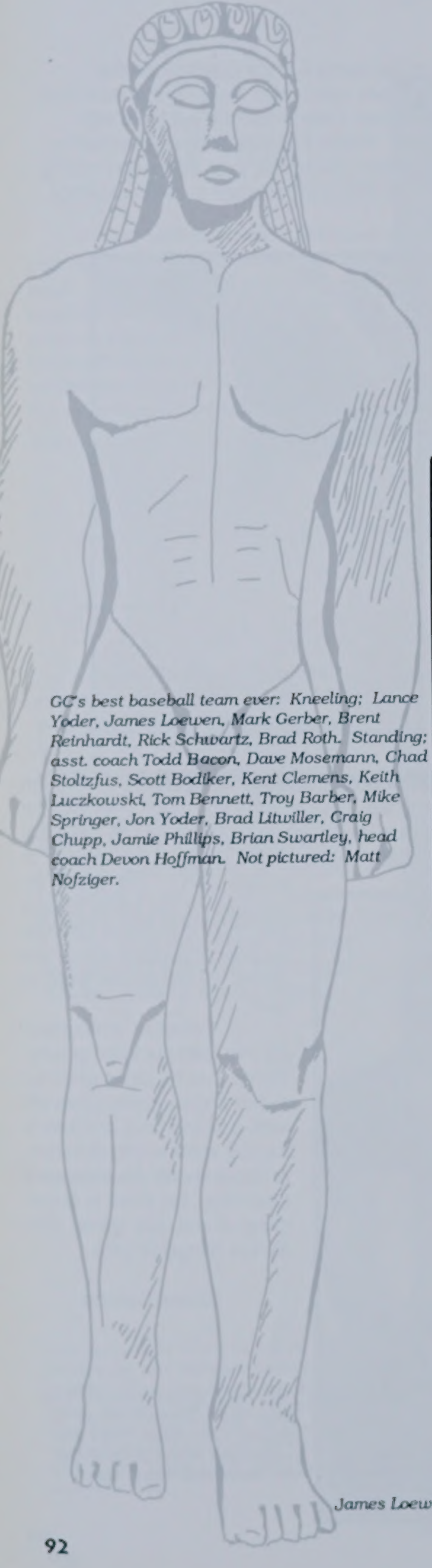
Emotions while playing this sport fluctuate greatly. Things can be going good for awhile and suddenly a tree will stick a branch out and knock the ball in the wrong direction. At times it can be extremely frustrating, but there is something about the game that always brings us back.

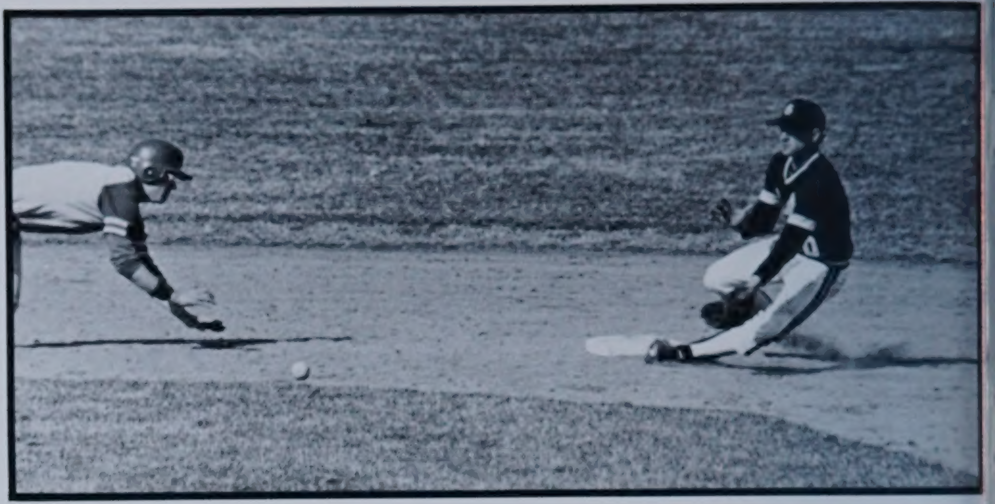
Shane Gascho

Front row: Ryan Claassen, Sean Miller, Barry Preheim, Shane Gascho, Brad Miller. Back row: coach John Ingold, John Moyer, Tim Miller, Mike Kauffman.

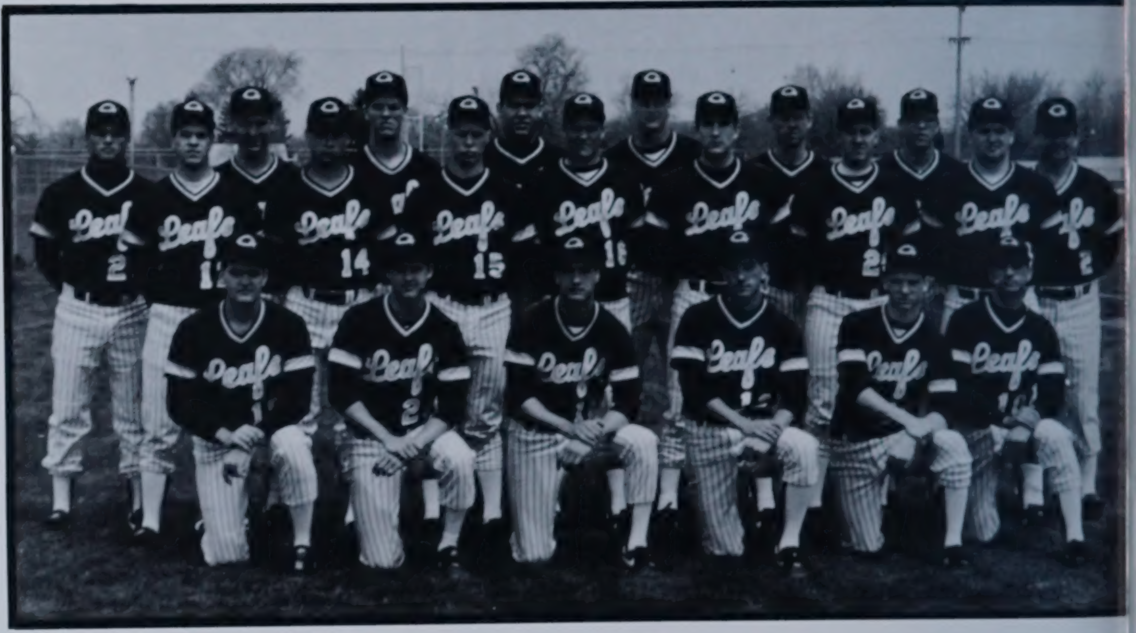
Photos by D. Troyer

BASEBALL

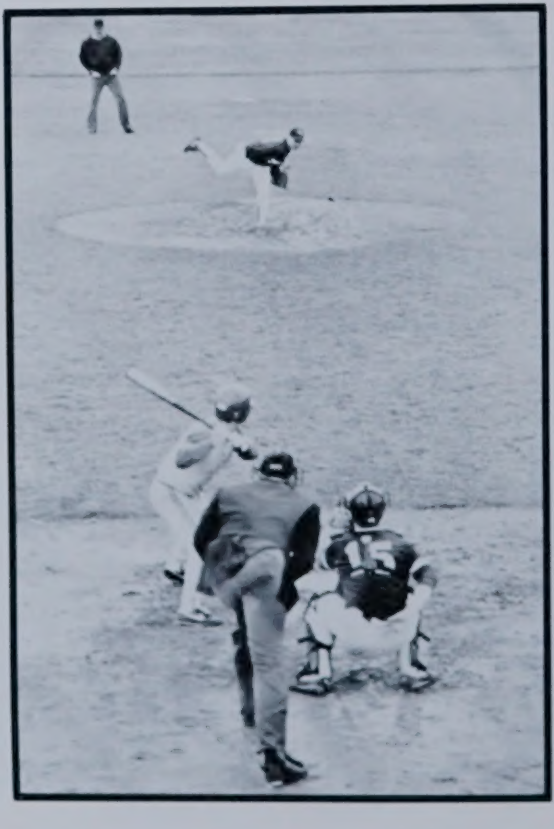




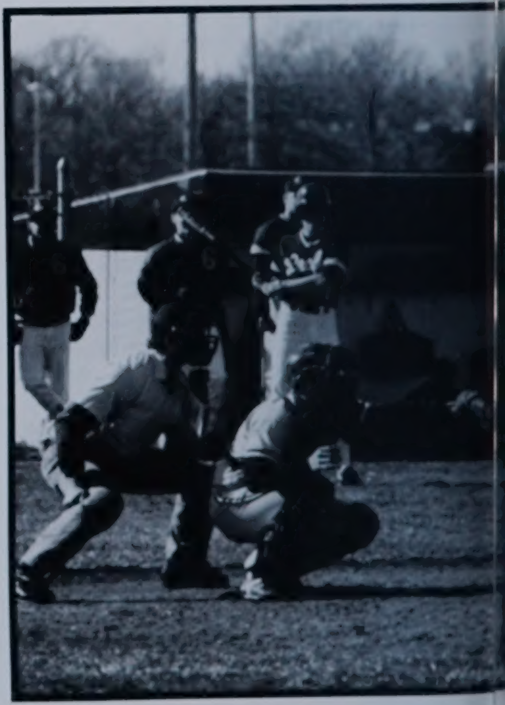
Brad Roth



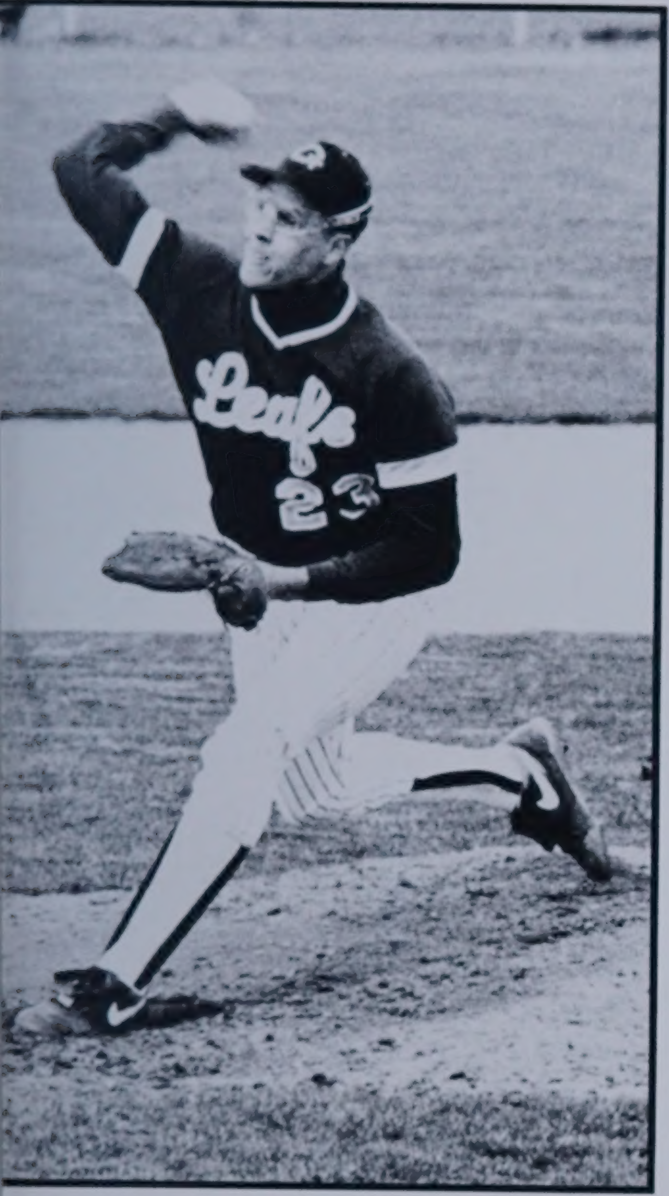
GC's best baseball team ever: Kneeling; Lance Yoder, James Loewen, Mark Gerber, Brent Reinhardt, Rick Schwartz, Brad Roth. Standing; asst. coach Todd Bacon, Dave Mosemann, Chad Stoltzfus, Scott Bodiker, Kent Clemens, Keith Luczkowski, Tom Bennett, Troy Barber, Mike Springer, Jon Yoder, Brad Litwiller, Craig Chupp, Jamie Phillips, Brian Swartley, head coach Devon Hoffman. Not pictured: Matt Nofziger.



James Loewwn



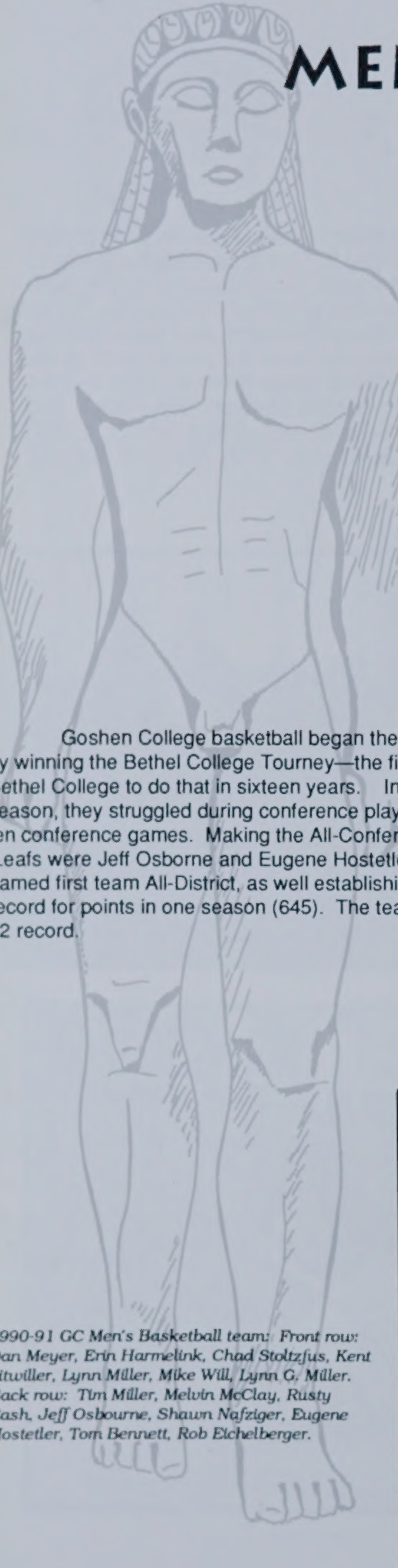
Kent Clemens



Jamie Phillips and his famous 89 mile-an-hour fastball.

Baseball had its best season ever at Goshen College this year with an overall record of 25-13. One reason for the success this year was an experienced squad. Seven seniors led the team to a second place finish in the Men's Central Conference. Keith Luczkowski, Kent Clemens, Brent Reinhardt, and Scott Bodiker were All-Conference players. As well as possessing great players on the field, Conference Scholar-Athletes were seniors Kent Clemens, Mark Gerber, James Loewen, Jon Yoder, and juniors Scott Bodiker, Brent Reinhardt, Chad Stoltzfus, and Lance Yoder. Bodiker was also a NAIA National Scholar Athlete.

Dave Mosemann

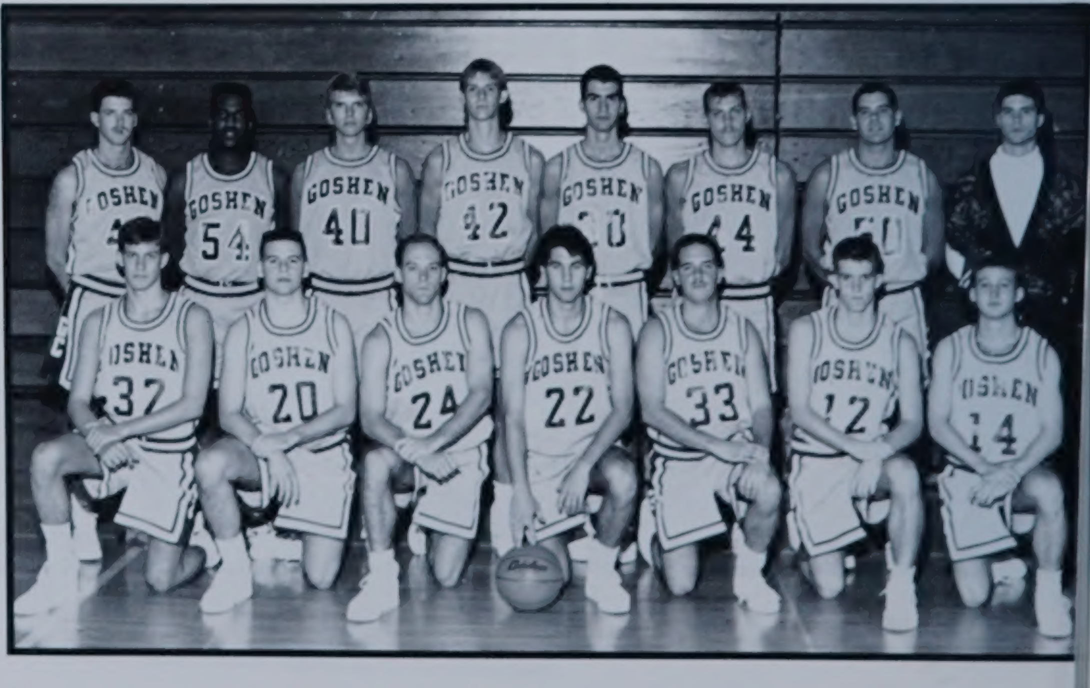


MENS BASKETBALL

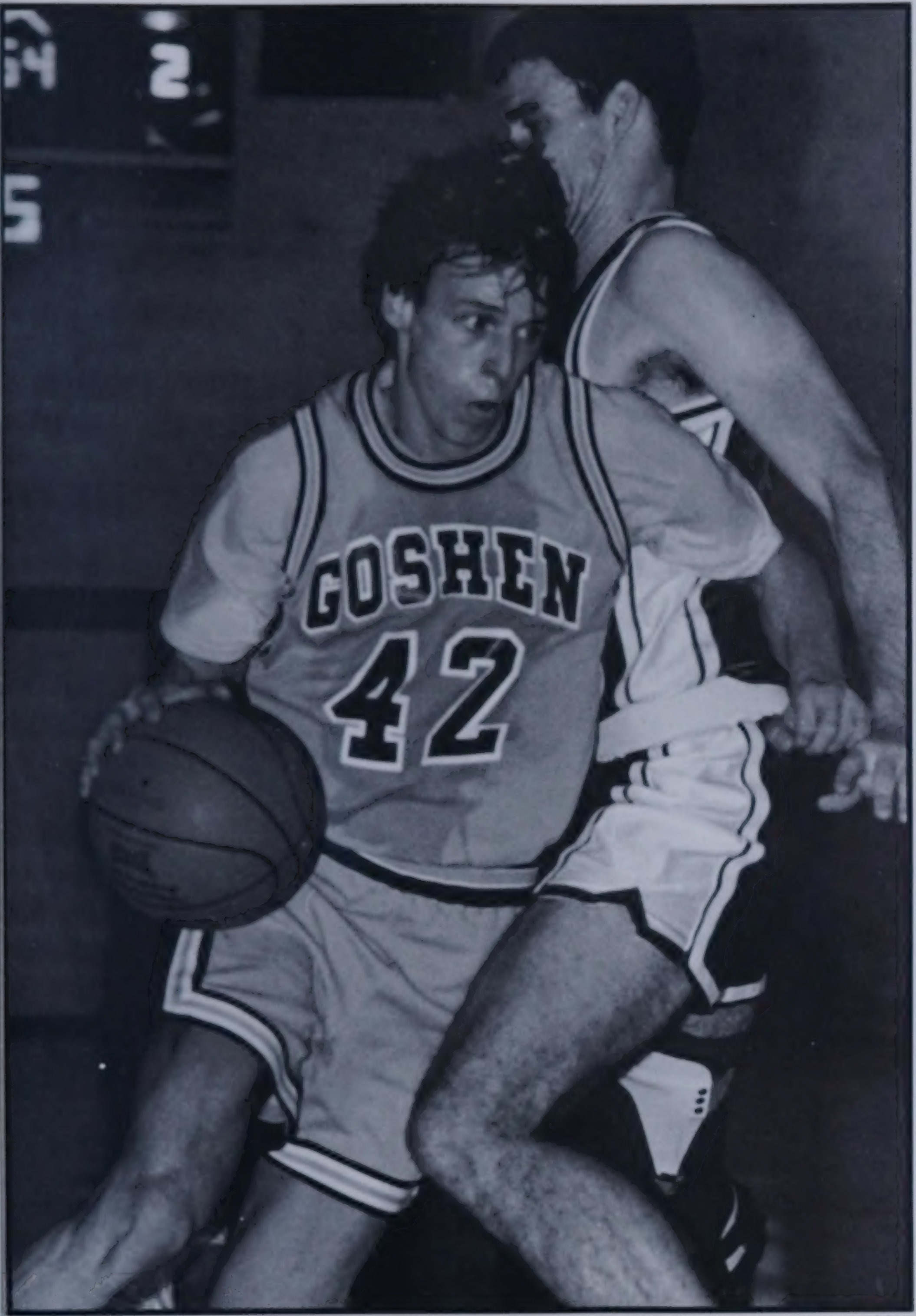
Eugene Hostetler rebounds and goes up again against Indiana Tech. Hostetler led the Leafs in scoring with a 24.9 average, as well as rebounds, averaging 8.1 boards per game.

K. Nafziger

Goshen College basketball began the season with an upper by winning the Bethel College Tourney—the first team other than Bethel College to do that in sixteen years. In an overall winining season, they struggled during conference play, winning only three of ten conference games. Making the All-Conference team for the 'Leafs were Jeff Osborne and Eugene Hostetler. Hostetler also was named first team All-District, as well establishing a new school record for points in one season (645). The team finished with a 14-12 record.



1990-91 GC Men's Basketball team: Front row: Dan Meyer, Erin Harmelink, Chad Stoltzfus, Kent Litwiller, Lynn Miller, Mike Will, Lynn G. Miller. Back row: Tim Miller, Melvin McClay, Rusty Eash, Jeff Osbourne, Shawn Nafziger, Eugene Hostetler, Tom Bennett, Rob Eichelberger.



K. Nafziger

Jeff Osbourne. Jeff averaged over 20 points and 7 rebounds a game last season, good enough for second team all-conference.

Below is Shawn Nafziger, who led the Leafs in assists with a 3.6/game average.

HEN
30
BLUFFTON
20

GOS
24
BLUFFTON
50
BLUFFTON
20
COLLEGE

Point guard Chad Stoltzfus looks to pass. Stoltzfus' defensive skills were valuable to the team all season.

Competition has been a large part of my life, and for many years I have been competing in different sports, but basketball always brings out the competitive side in me more than any other. When I step on the court, I'm all business. I forget about everything that has happened during the day and place total concentration on the game. If I slack off in any way my opponent will take full advantage of me. I have to be mentally as well as physically prepared . My opponent is competing as hard as I am so if I'm not careful he will win. And I don't play basketball so that my competition wins.

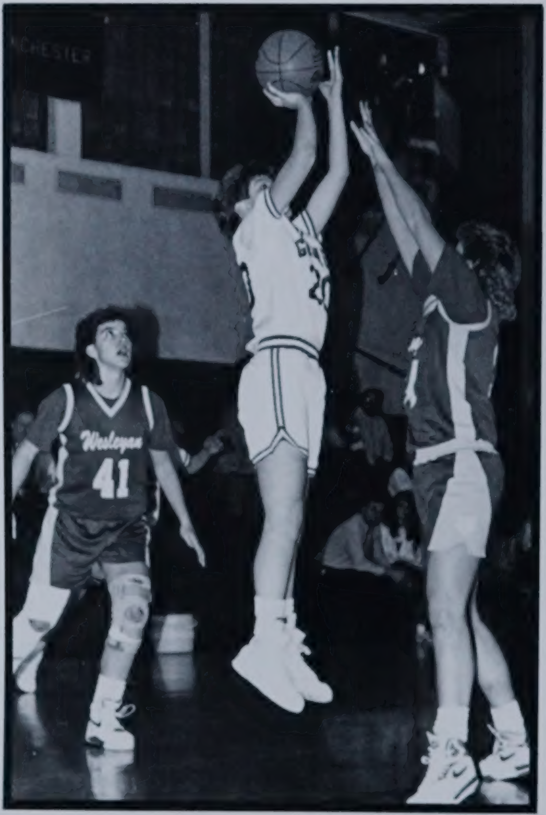
—Tim Miller

WOMENS BASKETBALL

The women's basketball team finished a tough season with a 1-18 final record. The season did have highlights, however. Senior Kathy Mast and sophomore Gretchen Nyce both made the All-Conference team, Mast also made All-District honorable mention and blew the record away for the most points in a career at Goshen. "The real reason you play sports," Mast explained, " is for the teamwork, friendships, and satisfaction." If Goshen scored points in that way, they would be conference champions. Next year!

GOSHEN
25
24
2

Ann Mast takes a baseline shot against Manchester College.



Near right is Gretchen Nyce. Nyce led the Leafs in rebounds, averaging over nine per game.

Far right is Ann Nafziger, who finished second in rebounding and third in scoring on the team as a first-year student.

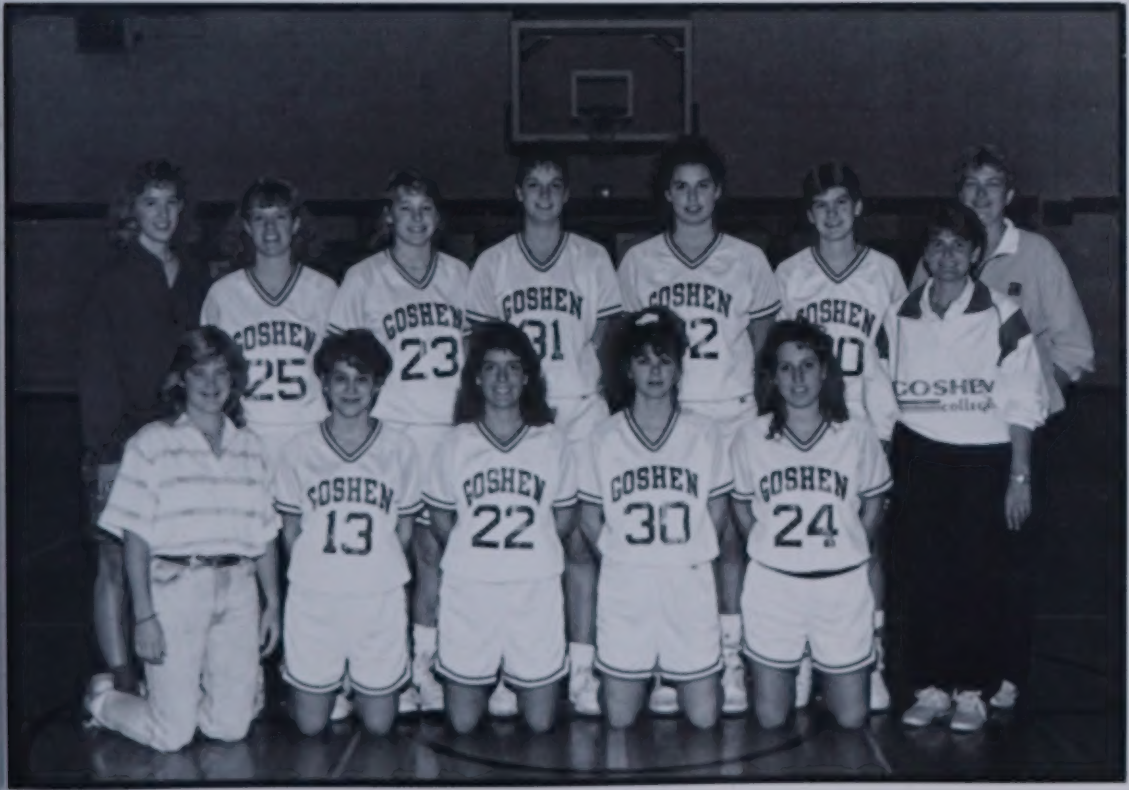
Many close friendships developed during the 1990-1991 basketball season because of the small number of players. Travelling together along with pre-game rituals became as important as the actual games. While leaders like Kathy Mast and Gretchen Nyce pulled the team together, the entire team experienced a period of rebuilding that will allow for positive growth of the Goshen College Lady Leafs in seasons to come.

Jill Brubacher and Ann Nafziger

Photos by K. Nafziger

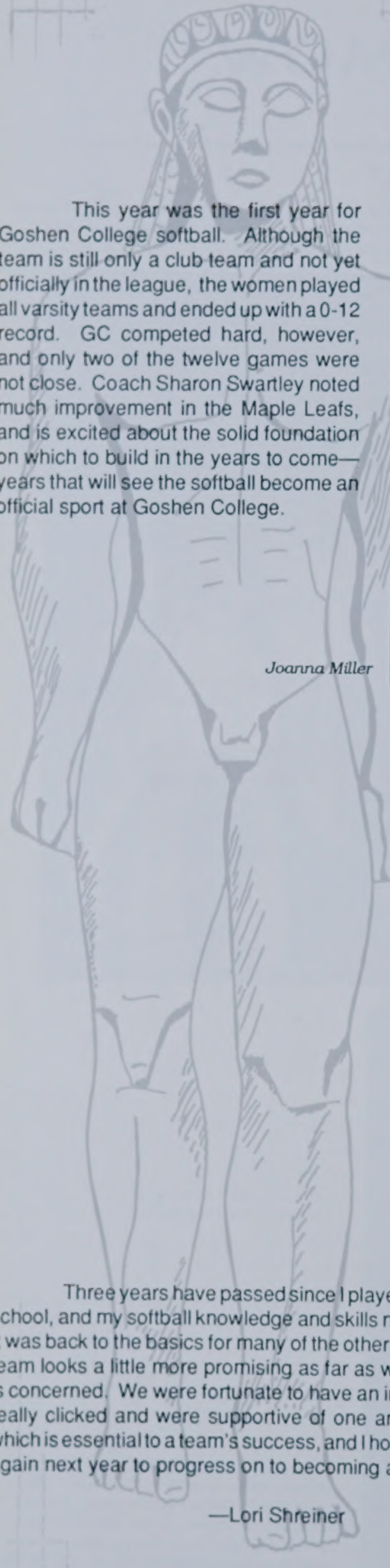
Left, Deena Jones shoots over an Indiana Wesleyan defender.

Below, Kathy Mast gets off a jumper despite a hand in her face. Mast ended the season with 1,543 career points, surpassing the old record by 347.



Front row: Joanna Miller, Julie Byler, Janelle Seitz, Ann Mast, Jill Eicher. Back row: Marla Gerber, Kathy Mast, Kristen Rensberger, Deena Jones, Ann Nafziger, Gretchen Nyce, and coaches Pert Shetler and Sharon Swartley

SOFT BALL



This year was the first year for Goshen College softball. Although the team is still only a club team and not yet officially in the league, the women played all varsity teams and ended up with a 0-12 record. GC competed hard, however, and only two of the twelve games were not close. Coach Sharon Swartley noted much improvement in the Maple Leafs, and is excited about the solid foundation on which to build in the years to come—years that will see the softball become an official sport at Goshen College.

Joanna Miller

J. Sakai

Amy Litwiller

J. Sakai

Three years have passed since I played fast-pitch softball in high school, and my softball knowledge and skills needed a refresher course. It was back to the basics for many of the other players and I. Next year's team looks a little more promising as far as winning a couple of games is concerned. We were fortunate to have an immediate team unity—we really clicked and were supportive of one another. That's something which is essential to a team's success, and I hope we have that team unity again next year to progress on to becoming a reputable softball team.

—Lori Shreiner

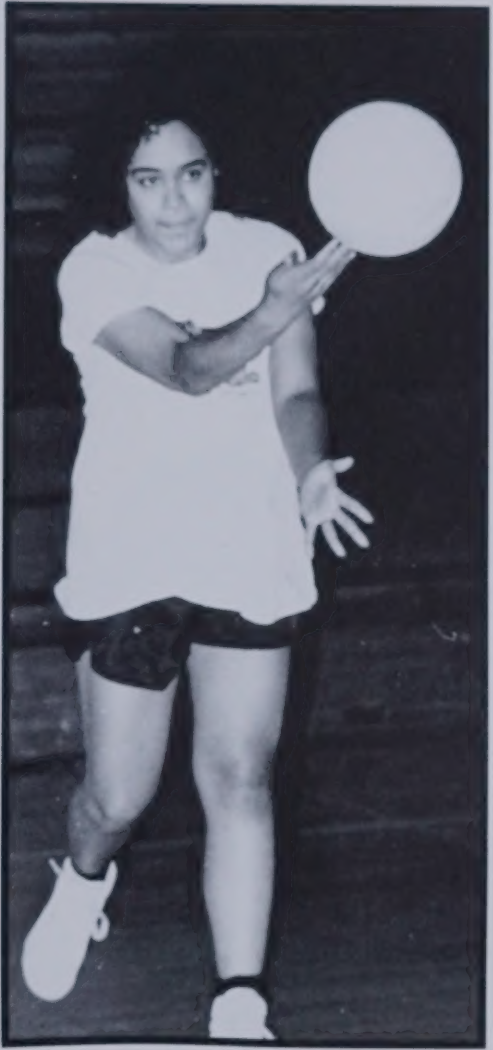
Cathy Reed looks on as Kristen Rensberger attempts a tag out at second.

J. Sakai

INTRAMURALS

Goshen
INTRAMURAL

Below, Melanie Ongoa serves in one of the many floor volleyball tournaments held this year. Most GC students got involved in the intramural program again this year, playing basketball, volleyball, indoor soccer, tennis, floor hockey, and other sports.



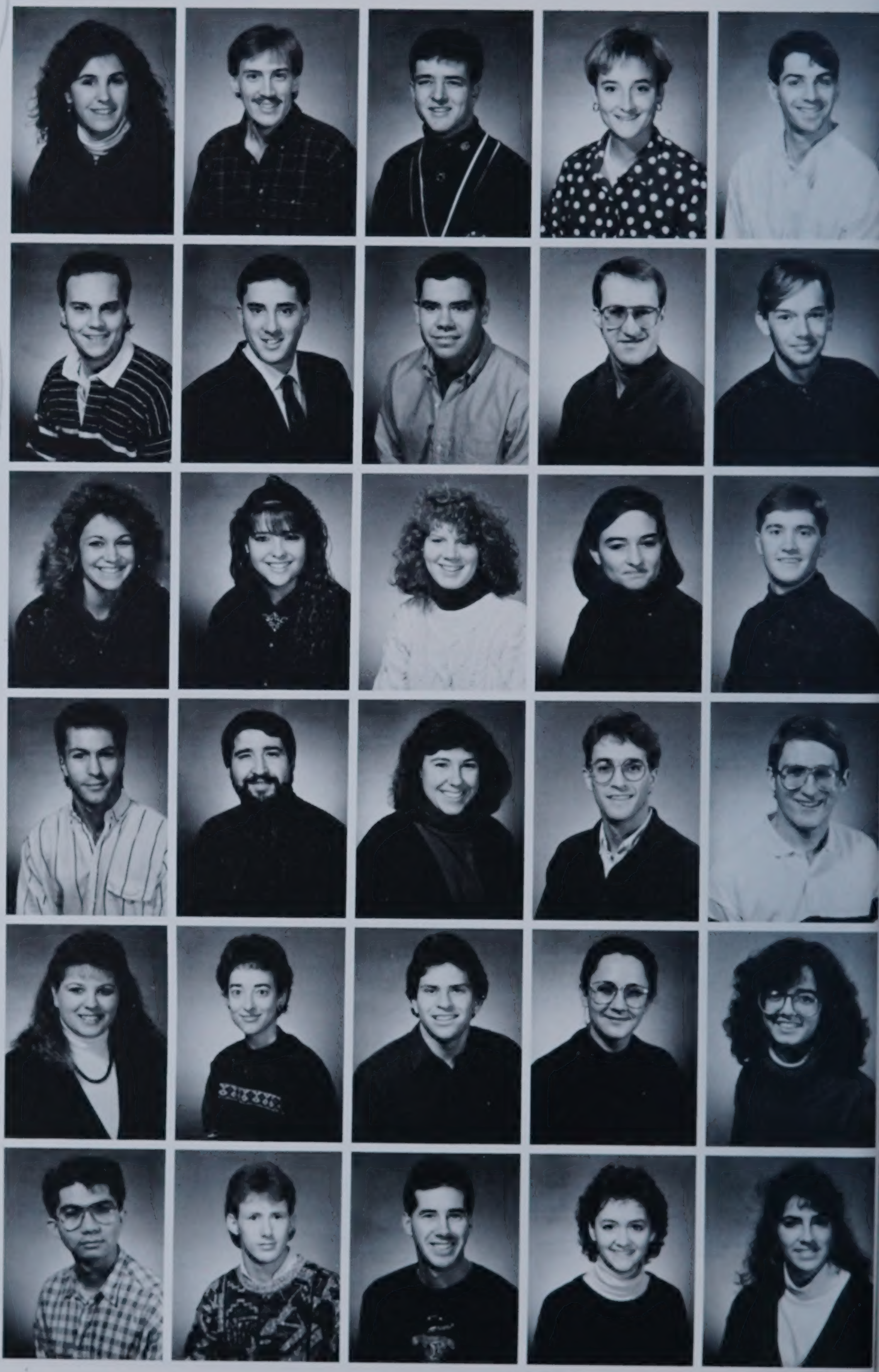
R. Eash

Photos on this page taken by Joe Sakai.

GALLERY

SENIORS

Alderfer, Mary Beth	VT	Elementary Education
Amstutz, Michael L	OH	Psychology
Anders, Kenneth C	IN	Accounting
Beck, Darla K	OH	Sociology
Beck, Duane	OH	Music Education
Beck, Kerry	OH	Social Work
Beck, Tim A	OH	Business
Bennett, Thomas J	IN	English
Bergey, Philip C	IN	History
Bergman, Merle D	MAN	Social Work
Bien, Julie	WI	Nursing
Blosser, Sonya Y	IA	Psychology
Bolton, Trinda	PA	Accounting
Bontrager, Andrea D	IN	Economics
Bontrager, Wendell L	IN	Business
Bontreger, Myron E	IN	Bible And Religion
Brandeberry, Terry	IN	Accounting
Brenneman, Christina	OR	Biology
Brenneman, Todd	OR	Theatre/Music
Buerge, Kevin D	IN	Computer Systems
Burkholder, Dawn R.	OH	Elementary Education
Burkholder, Miriam	PA	Religion/Nursing
Byler, Lorin A	OH	Business
Byler, Rhoda	IN	Nursing
Cabral, Casilda	FL	Hispanic Ministries/Biology
Chan, Yew Weng	Malaysia	Business
Chenier, Anthony O	MI	Art
Chupp, Craig A	IN	Business
Clemens, Andrea	NY	Interdisciplinary
Clemens, Denise	IN	Natural Sciences



Clemens, M Kent PA
Economics/Math
Crowder, Rick IN
History
Dannan, Rexford NJ
Computer Systems/Business
Desai, Naina M. Kenya
Business
Detweiler, Beth OH
Interdisciplinary

Detweiler, Kevin L PA
Accounting
Detweiler, Rebecca VA
Physics
Devine, Laura J IL
Mathematics
Diener, Daniel A PR
Chemistry
Driedger, Mark SK
Religion/Philosophy

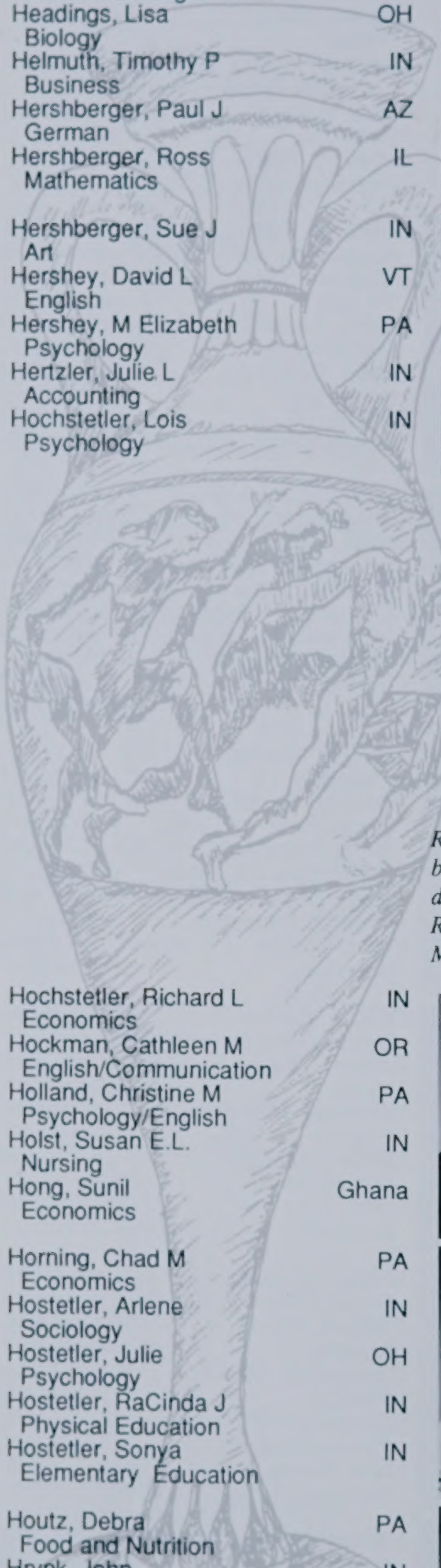
Duerksen, John W NE
Business
Drolet, Kris IN
Nursing
Eberly, Rebecca IN
Elementary Education
Eby, Cynthia CO
Sociology
Eby, Richard D IN
Physical Education

Edwards, Steven IA
Sociology
Edwards, Susan IA
Social Work
Elmore Pultz, Amy OH
Elementary Education
Everest, Rosemary L PA
Physical Education
Franz, Coretta DC
Spanish

Friesen, Rachel D CA
Social Work/Sociology
Friesen, Tiffany IN
Music
Furukawa, Motonobu Japan
English
Gerber, Mark L MI
Mathematics
Good, Cory J IN
Business

Grace, Elizabeth OH
Social Work
Gregory, Karyn CO
Nursing
Guengerich, Mark IN
Physics
Guengerich, P Thomas KS
Communication
Haas, Aleeta ALB
Biology

Hackman, Andre W PA
Business
Haggerty, Daniel IN
Physical Education
Harder, Marlene MN
Social Work
Harnish, Lucinda D PA
Social Work
Hart, Valerie D PA
Social Work



Hartman, Roger K	Bible And Religion	OH
Headings, Lisa	Biology	OH
Helmuth, Timothy P	Business	IN
Hershberger, Paul J	German	AZ
Hershberger, Ross	Mathematics	IL

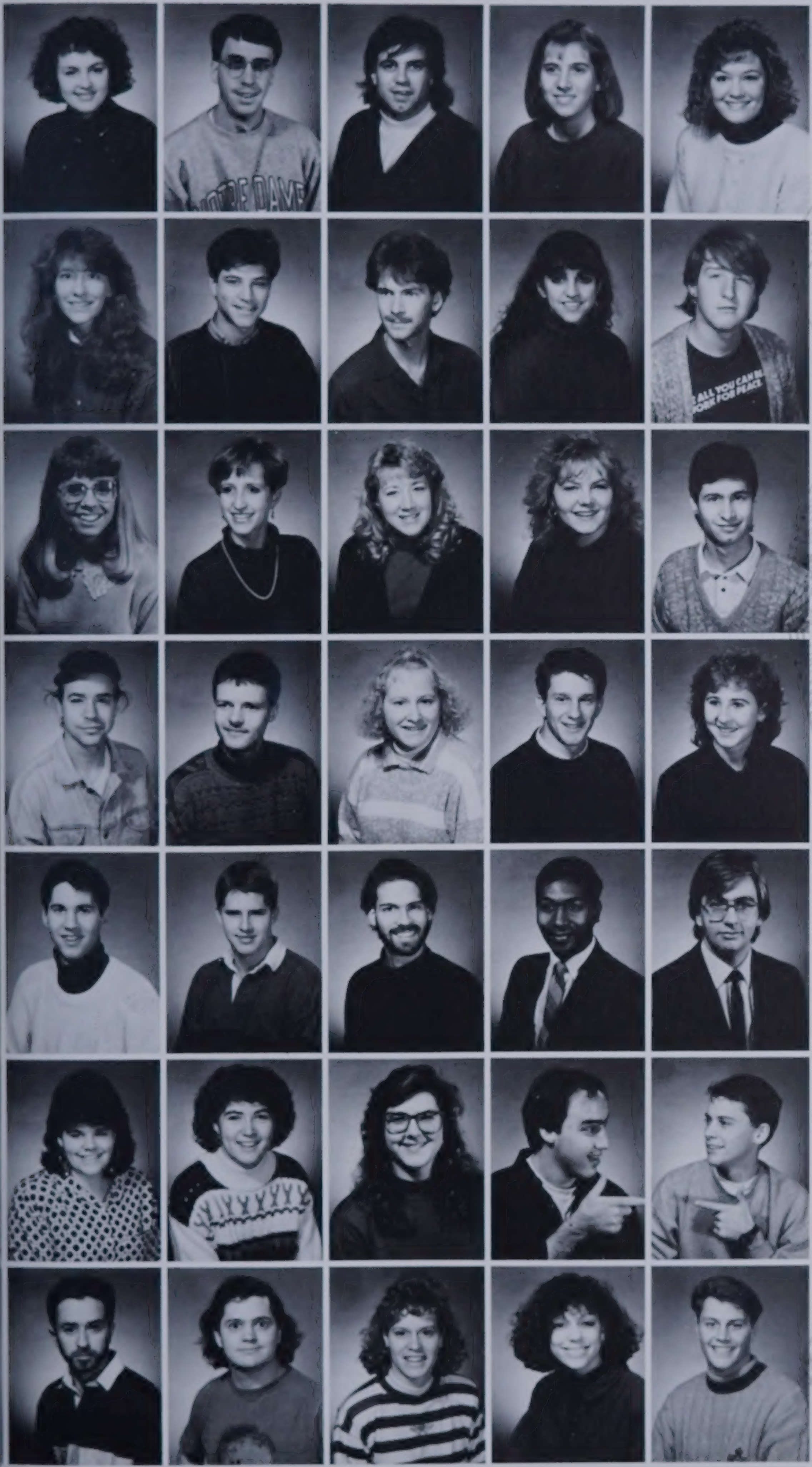
Hershberger, Sue J	Art	IN
Hershey, David L	English	VT
Hershey, M Elizabeth	Psychology	PA
Hertzler, Julie L	Accounting	IN
Hochstetler, Lois	Psychology	IN

Roger Martin effortlessly bursts into the lead during the MCC Run for Relief held at the 1990 Michiana Relief Sale.

Hochstetler, Richard L	Economics	IN
Hockman, Cathleen M	English/Communication	OR
Holland, Christine M	Psychology/English	PA
Holst, Susan E.L.	Nursing	IN
Hong, Sunil	Economics	Ghana

Horning, Chad M	Economics	PA
Hostetler, Arlene	Sociology	IN
Hostetler, Julie	Psychology	OH
Hostetler, RaCinda J	Physical Education	IN
Hostetler, Sonya	Elementary Education	IN

Houtz, Debra	Food and Nutrition	PA
Hrynk, John	Bible/Religion	IN
Huebert, David F	Business	NY
Kane, Chuck	Sociology	AK
Kaufmann, Elaine	Computer Science/Physics	IL



Kauffman, Lori Nursing	OH
Kimpler, David Accounting	IL
Klassen, Brigham Business	MN
Kliewer, Cheryl A Social Work	MN
Kolb, Jan K Elementary Education	IN
Krabill, Valerie History	OH
Kreider, Todd A Physics/Mathematics	WI
Kropf, Jeremy A Physics/Mathematics	IN
Lapp, Beverly K Music	PA
Lapp, Philip A Bible and Religion	IN
Lapp, Ruth Ann Nursing	PA
Lehman, Beth M English	PA
Lehman, Emily Psychology	OH
Lehman, Jessica M Biology/Psychology	IN
Lehman, Ryan P Art	IN
Leininger, Bruce Communication	PA
Lengacher, Rick Social Work	IN
Lewis, Angela D Accounting	IN
Lindemer, Adam D Business	OH
Litwiller, Amy Social Work	IL
Litwiller, Kent Elementary Education	IL
Loewen, James Business	IN
Longenecker, Douglas Communication	PA
Manickam, Joseph Communication	OR
Martens, Scott A Physics	MAN
Martin, Krista Elementary Education	ONT
Martin, Phyllis History	ONT
Martin, Rochelle Elementary Education	IL
Martin, Roger E Biology	CO
Martin, Ross G Physical Education	ONT
Martin, Timothy R Art/Natural Science	NC
Mast, John Biology	PA
Mast, Kathy Nursing	OH
Mathews, Joleen R Art	IN
Maugel, David L Mathematics	OH

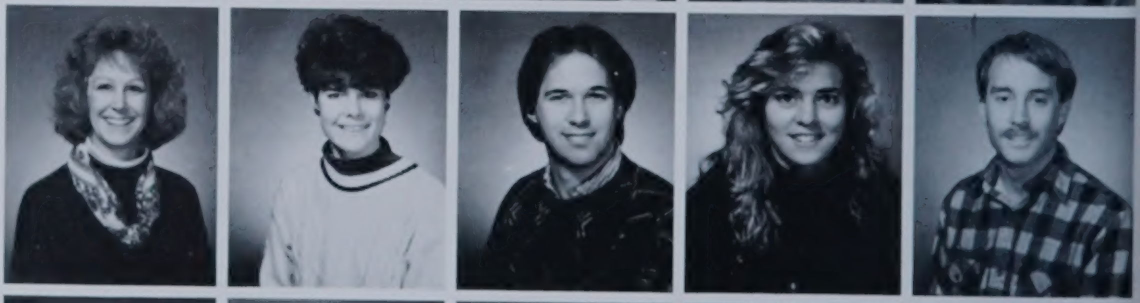
McClure, Kathleen D	IN	Accounting
Meyer, Lois M	OH	Elementary Education
Miller, Bradley T	IN	Bible and Religion/Psychology
Miller, Brenda R	OH	Nursing
Miller, Daryl	IN	Psychology

Miller, Diedra	IN	Psychology
Miller, Douglas J	MI	Psychology/Biology
Miller, Jacquelyn S	IN	Elementary Education
Miller, Julie	TX	Nursing
Miller, Keith R	Kenya	Art

Miller, Kirk A	IN	Business
Miller, Kris	IN	Business
Miller, Linda K	OH	Physical Education
Miller, Maynard	KS	History
Miller, Sean D	IL	Computer Systems

Miller, W Todd	IN	Accounting
Miller, Wendy	IA	Business
Mlotshwa, Clifford B	Zimbabwe	Computer Systems/Business
Morris, John	TX	Business
Moyer, Bradley J	AZ	Business

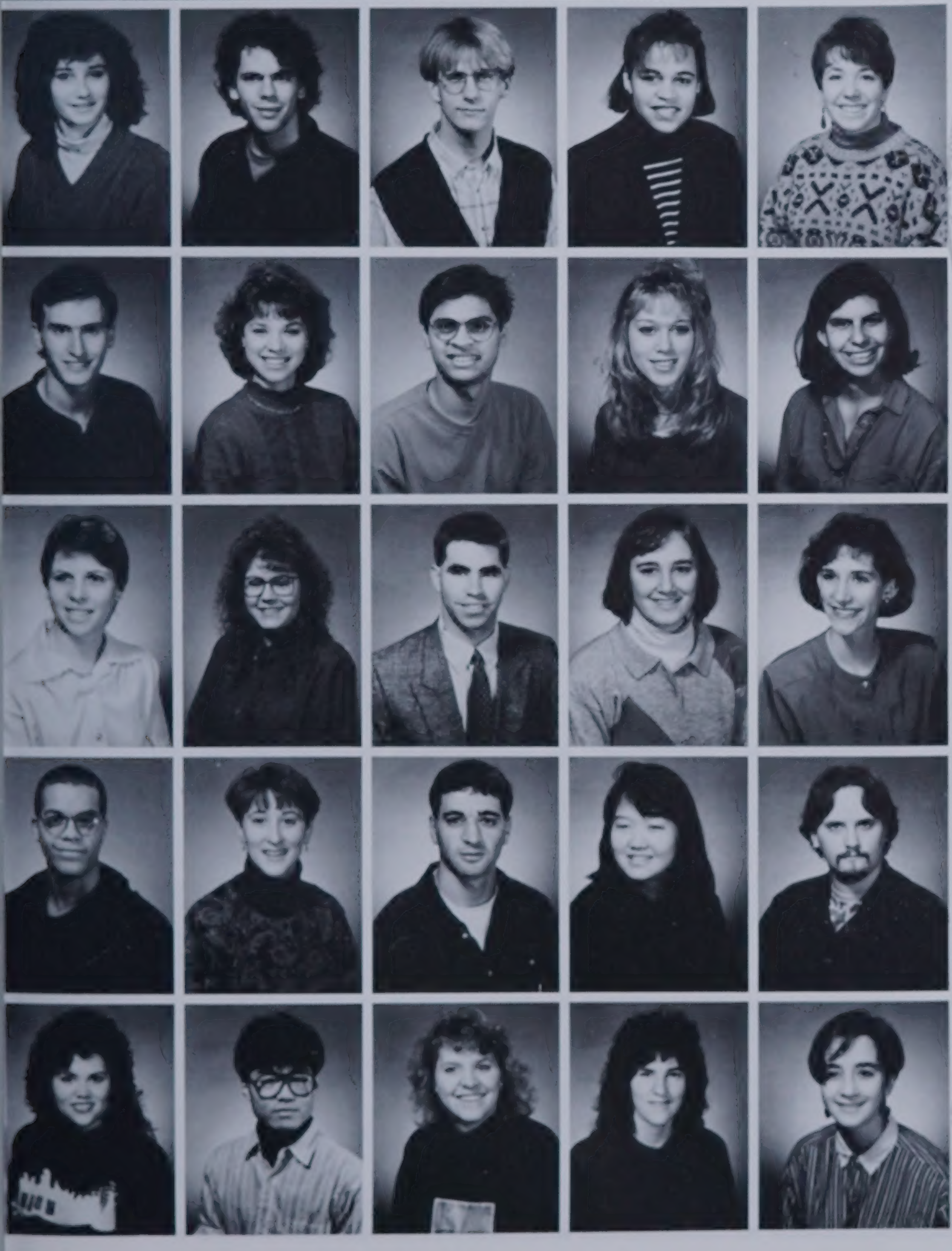
Moyer, Brenda	PA	Nursing
Musselman, Shannon	PA	Social Work
Nafziger, Lisa	IN	Nursing
Newcomer, Jennifer	IN	Business
Newswanger, Kendall	IN	Business

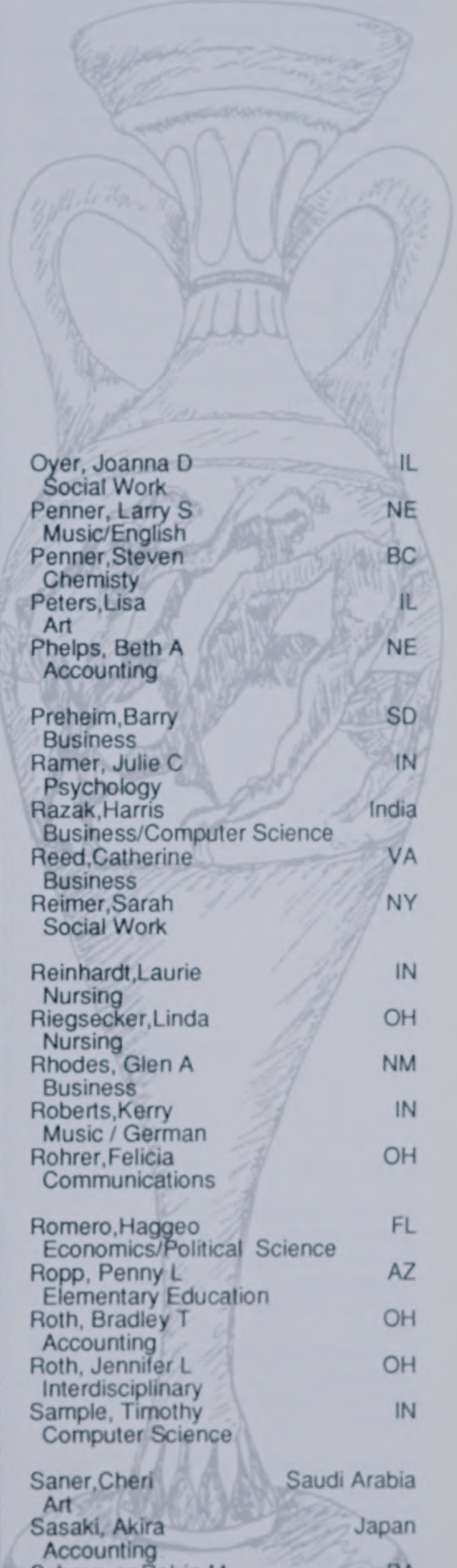


Nissley, Carolyn A	IN	Elementary Education
Nofziger, Angela	IN	Communications
Nofziger, Bruce J	KS	Business
Nofziger, Lori	OH	Nursing
Norton, Stephen M	IN	Social Work

Nyce, Lynda D	IN	Sociology
Ongoa, Melanie	MI	Business /Spanish
Osborne, Jeff	KS	Chemistry/Biology
Otim, James	IN	Accounting
Oyer Eby,Jayne	IL	Nursing

Flag footballers: left to right: Kerry Beck, Keith Luczkowski, Missy Zimmerman, Dereck Klopfenstein, Amy Litwiller, Brian Swartley, Cory Good.





Oyer, Joanna D	Social Work	IL
Penner, Larry S	Music/English	NE
Penner,Steven	Chemisty	BC
Peters,Lisa	Art	IL
Phelps, Beth A	Accounting	NE
Preheim,Barry	Business	SD
Ramer, Julie C	Psychology	IN
Razak,Harris	Business/Computer Science	India
Reed,Catherine	Business	VA
Reimer,Sarah	Social Work	NY
Reinhardt,Laurie	Nursing	IN
Riegsecker,Linda	Nursing	OH
Rhodes, Glen A	Business	NM
Roberts,Kerry	Music / German	IN
Rohrer,Felicia	Communications	OH
Romero,Haggeo	Economics/Political Science	FL
Ropp, Penny L	Elementary Education	AZ
Roth, Bradley T	Accounting	OH
Roth, Jennifer L	Interdisciplinary	OH
Sample, Timothy	Computer Science	IN
Saner,Cheri	Art	Saudi Arabia
Sasaki, Akira	Accounting	Japan
Schmoyer,Robin M	English	PA
Sears,Leane	Foods and Nutrtion	IN
Seiler,Lisa	Art	IN

Senecal, Kimberly A	Nursing	IN
Shank, Gwendolyn K	Elementary Education	IA
Shantz,Kate	Nursing	IN
Sherman, Chad	Interdisciplinary	IN
Shirk, Steve	History	PA

Short, Mark D	Nursing	AK
Shreiner, Timothy L	Biology	PA
Slagel, Rachelle	Biology	IA
Smith, Kent T.	Elementary Education	IN
Smith, Tracy	Psychology	VA

Smucker, Stephen P	Physical Education	IN
Spielbauer, Sara J	Art	IA
Stauffer,Jo	Communication	IA
Stauffer, Lisa A	Elementary Education	IN
Steider, Brendan D	Computer Systems	IN

Three times a week, rain or shine, students made the 10:30 trek from the chapel to the union. OK, maybe it's not the perfect picture for the senior pages, but there are some seniors there, so it sort of belongs.

Steiner, Karen B	Social Work	IL
Stichter, Franklin R	Accounting	IN
Streeter, Nathan D	Music	IN
Swartzentruber, Sonya	Business	PA
Swisher, Robert A	History	MI

Tanaka, Setsuko	Nursing	Japan
Thimm,Iris	French	Netherlands
Thomas,Scott	Business	IL
Thompson II, Arnold L	Art	IN
Troyer, Conrad L	Accounting	MI

Trytko,Pamella IN
Nursing
Valverde,Douglas PA
Psychology
Virkler, Karla K NY
Psychology
Von Gunten, Amy J IN
Nursing
Wahba,Rafik Egypt
Computer Science

Watkins,Jon IL
Theatre
Weaver,Regina IN
English
Welty,Andrea IN
Music Education
Wenger, Jonathan D CA
Communication
Wenger, Kari J IN
Accounting

Wengerd, Brenda K IN
Social Work
Wharton, Timothy S NY
Business
Wiens,Phil KS
Business
Wiggs,Michael CA
Biology
Willstead,Anna IN
Social Work

Willstead, L Ruth IN
Social Work
Wingert, Greg R PA
History and Investigative Skills
Wisseman,Janette OR
Nursing
Yoder, Anita K IN
Elementary Education
Yoder,Brian OH
Economics

Yoder,Jill KS
Mathematics
Yoder, Jon D WV
Communication/Art
Yoder, Mary K OH
Nursing
Yoder, Michelle E PA
Business
Yoder,Thomas OH
English

Yoder,Tonya PA
Biology
Zacho,Annette Kenya
Business
Zimmerman, John E WA
Bible And Religion/History
Zimmerman, Melissa C WV
Physical Education

Photos in the Senior Faces Section by:
Arnie Thompson
Phil Bender
Richard Hochstetler

GRADUATION 1991

As we put on our caps and gowns on April 21, many of us in the class of '91 marveled that we would actually graduate that day. Our college years had flown by much more quickly than expected.

During our four (or so) years spent at GC, we found that we had learned more than just classroom facts. We had experienced the death of friends; the Persian Gulf War; marches in Washington; numerous soccer games; midnight trips to Mister Donut; open forums discussing alcohol, homosexuality, and feminism; recycling; SST; the Villa incident; and the end of the "open door"policy.

During the baccalaureate service, retiring campus physician Willard Krabill challenged us. "Don't follow where the path leads. Go where there is no path and make a trail."

Life is a trip of faith, whether or not the traveler feels a strong belief in God, he said. "You have no guarantee. You trust your journey will lead somewhere worthwhile."

At the commencement address, Marian Claassen Franz, director of the National Campaign for a Peace Tax, challenged us to be peacemakers.

In order to be a peacemaker, Franz reminded us to look at the starving children and the continuous build-up of arms. She quoted Eisenhower saying, 'Every gun, every warship, every rocket signifies a theft from those who hunger and are not fed and from those who are cold and not clothed.' It is hard to wrap our minds, even college-degree minds, around the size of that theft—that sacrifice—that victimization. Let's try. Let's really look."

Franz warned us of one remaining final exam. "You won't be asked whether you had a nice house and a decent car. But whether you housed, and clothed, and fed, and visited, and improvised, and really looked at the brothers and sisters not with us, and stopped to listen to a God who really listens."

Then all 250 of the class of 1991 filed up to receive our diplomas from President Stoltzfus. This was the moment that made us realize we had actually reached the milestone of graduation.

For many, graduation was both happy and sad. Sad because we were leaving the safety of a college campus, our good friends, and many precious memories. But it was also a joyous time because we realized we had the potential, education, faith, and experience to begin to "blaze our own trail." Now, we must decide where the trail will lead.

-- Felicia Rohrer

At left, Trinda Bolton looks over the graduation program.

Victor Stoltzfus and speaker Marian Claassen Franz file into the Union auditorium for the 93rd Commencement.

Photos by M. Jantzi

GOSHEN COLLEGE: VANGUARD OF THE MENNONITE CHURCH

by Myles Schrag

Historical Mennonite skepticism toward higher education has been replaced in recent years by an emphasis on combining the liberal arts and Biblical teaching. Goshen College's role has been to challenge the Church to progress because of, not in spite of, its educational program.

"The early Anabaptists were persecuted by intellectuals," president emeritus J. Lawrence Burkholder said. "So Mennonites have historically been suspicious of intellectualism, but they are becoming less so."

The creation of Goshen College in 1894 was mostly "a defensive move" to keep young Mennonites from attending other church colleges, President Vic Stoltzfus said. The move away from anti-educational attitudes didn't begin until former President Paul Mininger, 1953-1971, challenged the Church. Stoltzfus said, "He felt that the Church was expecting isolation and doctrinization. That's not a liberal arts ideal. Instead of isolation he gave us SST."

President Victor Stoltzfus

When Burkholder became president in 1971 there was still conflict. "I donated most of ten years to bringing the Church and college together," Burkholder said. "Statistics have shown the chances of a young person staying with the Mennonite Church are much greater if the person goes to college. That would suggest that if there is a problem of transmitting the faith to the next generation, than the colleges have a very important role in that."

The recent leadership of the Church has indeed "been dependent upon the products of Mennonite colleges," according to Burkholder, which perhaps indicates a growing unity between the two.

"I believe we are entering into a partnership with the Church that we haven't had before," Stoltzfus said. "Many of our Church leaders and parents have a much better idea of what a Christian liberal arts education should be for young people."

"I encourage the liberal arts to recognize that Bible theology is terribly important," Burkholder said. "But Bible theology must be presented in the context of the liberal arts."

Through all the debating, Burkholder maintains that the Mennonite tradition of the college must always remain its trademark.

"The leadership at Goshen has felt that Goshen College wants to be a church college. That's why it was founded. If we were to become a secular institution, we'd lose our reason for existence," he said. "Most colleges in the nation other than state colleges were started by churches. Many have become secular, and that's their loss."

A concrete example of Goshen's successful fusion of its Mennonite faith and higher education is the Mennonite Historical Library on campus.

"Goshen is a place where much of the thinking has been done within the Church," Burkholder said. The MHL "represents a tangible way in which scholars have helped the Church understand its heritage and its founders, as well as develop a sense of identity."

Stoltzfus cited former dean Harold Bender's belief that Mennonites should return to their past. "He said, `Let's go back into our own history and discover who we are rather than enter into the Protestan dilemma of fundamentalism versus modernism. That thinking came ou of Goshen College and the Mennonite Historical Library."

"Most of the creative developments of the Mennonite Church in the past 40 years were born at Goshen."

J. Lawrence Burkholder

While remaining loyal to its Mennonite heritage, Goshen mus cultivate the responsibility it has obtained within the larger academic community because of that history.

Its peace witness, for example is spreading to other churches and Goshen is becoming "in John Yoder's words `less and less a lonesome dove,'" Stoltzfus said.

"When those involved in the Christian College Coalition [of which Goshen is a member] want to do something a little unconventional and think daring thoughts, they read Anabaptist authors," Stoltzfus said "If Mennonite ideas are only fo Mennonites then you ask yourself the question: are they even for Menno

j. sakai

Churches from both the Mennonite Church and the General Conference are preparing for merger in1995. Goshen College's role as an educational representative of those churches has been one of keeping the faith while challenging congregations to break away from he anti-intellectual past of the Mennonites

nites? If we [Mennonites] don't have a broader claim on truth than our congregations then that neglects the ecumenical aspect of the Gospel."

As the Mennonite Church prepares for merger with the General Conference in 1995, Goshen s preparing to define its role n relation to the other Mennonite colleges.

One problem the merger will create is in the structuring of a governing educational body. The MC schools answer to the Mennonite Board of Education. GC schools have less direct leadership through representatives of their respective conferences and districts.

"It's difficult to find a convenient and parallel structure for the two to speak together," Stoltzfus said. "I think the current search is for a structure that would preserve some of the strengths that Bluffton and Bethel (the General Conference schools) now enjoy, which is a greater degree of ndependence. The GC schools want to come in with equal dignity and not as junior partners.

J. Lawrence Burkholder

"There will be a need to look at what programs go at what campus and to keep the competition civilized and in good spirit as you recruit students and dollars."

Stoltzfus said the General Conference has called a large public conference to discuss integration late in 1991. Whether or not Mennonite education will be integrated by the 1995 merger is uncertain, but it is not a major concern.

"Maybe it would be good for the colleges to work closer together regardless of the merger," Stoltzfus said.

Burkholder said, "The main problem will be financial in terms of student recruitment. There has been a lot of territorial grievance over the years. We've become cooperative, but that will become complicated now."

Stoltzfus sees the merger as "reducing waste and duplication," but said it "won't make much difference in our congregational life or identity."

More important is the small part that Mennonites are playing in a historic process. "The body of Christ ought to be one," Stoltzfus said. "It reminds me of a story told by a Latin American missionary, Nelson Litwiller: When Our Lord comes to earth again to be united with his bride, he wants to find a bride, not a harem. We ought to be a part of that movement, joining forces."

The broader Mennonite Church has its own uncertainties as it prepares for merger. Burkholder cited the choice between professional ministry and lay ministry.

"The ministry is very insecure," he said. "We've moved from locally-ordained ministry to a professional ministry, but we have not met all the institutional requirements to support that.

We've exalted lay leadership so much we aren't giving our [professional] ministers much prestige. It not a matter of money. We're just not organized in a way to give ministers security."

Burkholder also said that Christian ethics in the Mennonite Church "are very insecure. When it comes to a systematic Christian ethic we don't have it."

One program that Mennonites consider a strength in the denomination is Mennonite Central Committee. Stoltzfus called it "a sign of vitality in the Church. MCC is one of the major accomplishments of the Mennonites out of our American history. It is an expression of the Gospel and its call to service."

Goshen College itself plans to be a sign of vitality to the Church in the upcoming transition years, faithful to the Church while challenging it.

"Most of the creative developments of the Mennonite Church in the past 40 years were born at Goshen," Burkholder said. "Goshen is meant to listen and to lead in the Church."

THE YEAR BEGINS

The 1990 Fall Festival was much like others of recent years except in one detail: Yoder 3rd North did not emerge victorious. After the dust cleared from the blood drive, sub-wolfing contest, volleyball and frisbee football tournaments, the Stoltzfus Stomp five and ten K runs and the Century Bike Tour, Kratz 2nd had dethroned the Yoderites after their amazing eleven-year reign.

Another annual fall event, that zany kickoff assembly, was a rousing success, marked this year by an exceptional amount of cross-dressing.

Jeremy Derstine looks on as fellow members of the famed banana team, Chris Nord, Dave Huebert, and Dave Long celebrate success in Fall Festival's 100K Century Bike Tour.

Goshen
SOCCER
19

Above, diehard fans Roger Hartman and Sabino Arredondo show support for the Leafs at a soccer game.

At left, Kathy Howe and Terry Seiler render their interpretation of the song "Ugly."

Erika Metzler, Doug Witmer, Daryl Newswanger, and Bruce Leininger kick off the year with bluegrass and bongos.

One plate of cheese-covered nachos isn't enough for Eric Miller at CAC's fall pig roast. Yes, that is Ben Setiawan in the background.

At center, first- and second-year students come out en masse for a Marriot tailgate party.

Another memorable performance by Kulp 2nd: Anne Stafford, Susan Hertzler, Angie Brenneman, Leah Mullet, Kendra Good, and Ingrid Friesen.

UNDERCLASS

Adams, Angela M	IN
Adams, Teresa L	IN
Albrecht, Cory C	ONT
Altstaetter, Dean E	OH
Amstutz, Rebecca J	IN
Anders, Christina K	IN

Anders, Julia K	PA
Archer, Cynthia L	IN
Arick, Kimberly K	IN
Armstrong, Steven E	PA
Arredondo, Sabino A	OR
Asoera, Cien O	IN

Atwater, Hope M	IN
Bacher, Lisa M	OR
Baker, Kathryn A	OH
Barkman, Frances A	IN
Barrows, Christopher J	IN
Basnet, Gyanendra B	Nepal

Bast, Michael J	ONT
Bauman, Anthony D	IL
Baus, Erika	OH
Beachy, Gwendolyn A	IL
Beachy, Rhonda K	IN
Beaty, Shannon D	CO

Beck, Brent J	OH
Beck, Kathy S	OH
Begly, Iris F	IN
Bender, Keri J	IN
Bender, Marcia F	VA
Bender, Philip	ONT

Bender, Rodney D	IA
Berry, Joseph J	IN
Beyeler, Steven J	OH
Beyeler, Tisha	IN
Bhanji, Narmin	Kenya
Birky, Melinda R	IN

Bixler, Marty G	OH
Biyani, Rajesh	India
Bock, Alan R	MD
Bodiker, D Scott	IN
Bohnert, Lisa	IL
Bontrager, Arloa J	IN

Borntrager, Debbie	IL
Bontrager, Jane K	IN
Bontrager, Janelle R	KS
Boschmann, Tonya R	IN
Bowers, Richard S	IN
Bowser, Suzanne C	MD

Braun, Joseph H	IN
Brenneman, Angie D	OR
Briseno, Brenda C	IN
Brooks, Stacia A	NE
Brown, Cathy K	IN
Brubaker, Chad A	OH

Brubacker, Jill	OH
Brumett, Angela	IN
Brunk, Christina S	VA
Burkhalter, Jodi L	VA
Burkholder, Alan R	OH
Burns, Patricia	IN

Butler, Melinda K	IN
Byer, Peter J	ONT
Byerly, Jolene A	IN
Byler, Jennifer D	IL
Capps, Julie C	FL
Carpenter, Rita K	IN

Case, Jeffrey M	IN
Chenier, Thomas D.	MI
Cheong, Cheng-u	Macau
Chin, Karen	BC
Christano, Stephen D	Kudus
Christophel, Todd L	IN

Chupp, Darla J	OH
Chupp, Deanna C	OH
Chupp, Ronald	AZ
Claassen, Mark A	IN
Claassen, Ryan L	CA
Classen, Suzanne R	KS

Clemens, Gwendolyn	PA
Clemmer, Valerie L	PA
Clinehens, Brad C	OH
Colon, Ana M	IN
Conrad, Susan L	PA
Cooper, David L	PA

Coventry, Michael T	IL
Cripe, Jody M	IN
Curl, Deborah	ONT
Dannan, Catherine C	NJ
David, Gale Y	IN
DeFehr, Andrew A	MAN

NIGHT AND THE SONG OF THE MUSE

The consummate entertainer, Doug Longenecker.

Jeff Dyck, James Logan, and the sound of the sax.

Dave Huebert, below, demonstrates the prompt, courteous service which is at the core of the Hour After.

Music is a central part of student life at Goshen. In addition to formal concerts and recitals, Hour Afters provide another outlet for the talented musicians of G.C. Students enjoy a variety of politically correct musical experiences, from jazz and rock to country and folk, as well as a variety of politically correct desserts.

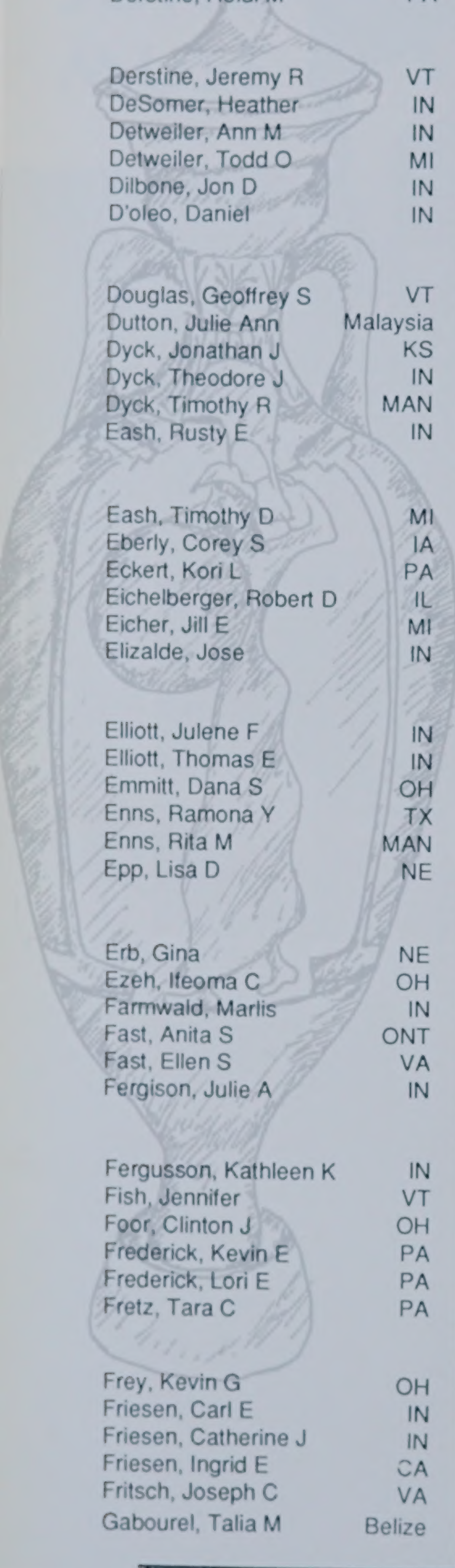
CAC hosts the Hour Afters, which usually have students lined up for hours waiting for the hottest ticket in town.

GC legend Dave Brunsma shows us how it's done.

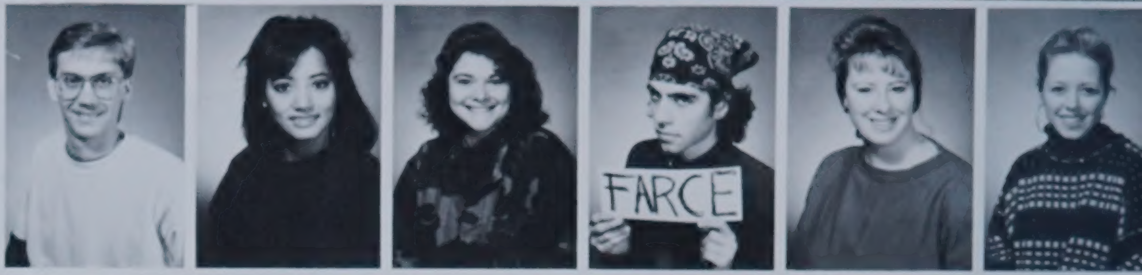
Heart and Soul -- Tiffany Friesen and Kent Smith.

Bev Lapp, Jeremy Kropf, Denise Clemens, and Doug Longenecker weave their magic at one of this year's Hour Afters.

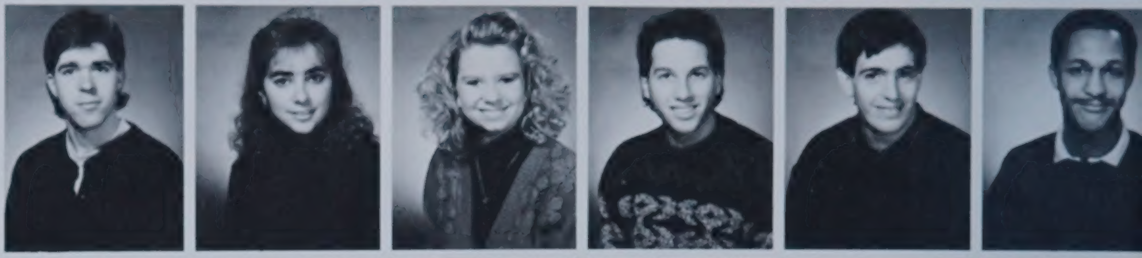
The Azania Jazz Quartet plays the blues (left to right: Kent Smith, Dave Brunsma, Jeff Dyck, and James Logan).



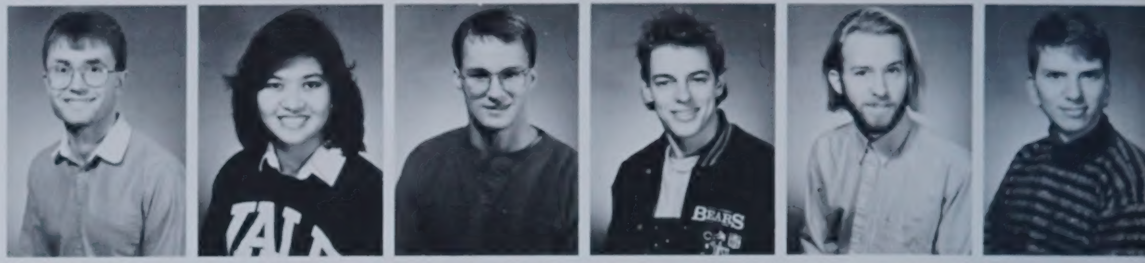
DeFehr, James M	MAN
DeFehr, Shanti M	MAN
Delagrange, Christi L	IN
Denlinger, Michael D	OH
Denny, Wendy A	CO
Derstine, Heidi M	PA



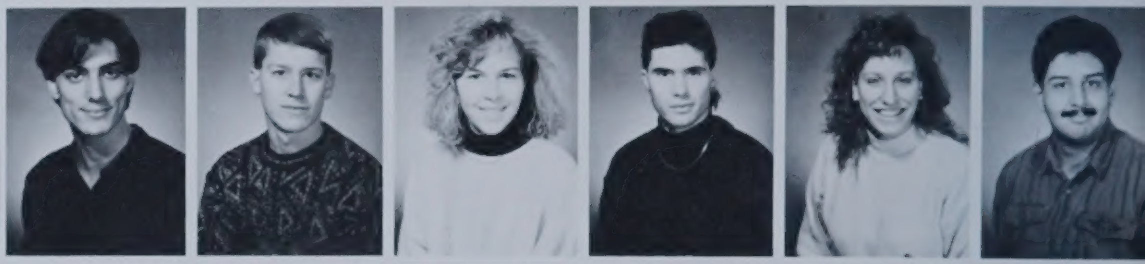
Derstine, Jeremy R	VT
DeSomer, Heather	IN
Detweiler, Ann M	IN
Detweiler, Todd O	MI
Dilbone, Jon D	IN
D'oleo, Daniel	IN



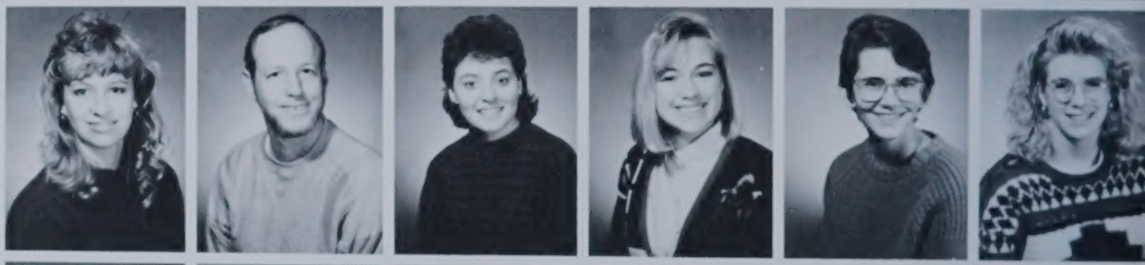
Douglas, Geoffrey S	VT
Dutton, Julie Ann	Malaysia
Dyck, Jonathan J	KS
Dyck, Theodore J	IN
Dyck, Timothy R	MAN
Eash, Rusty E	IN



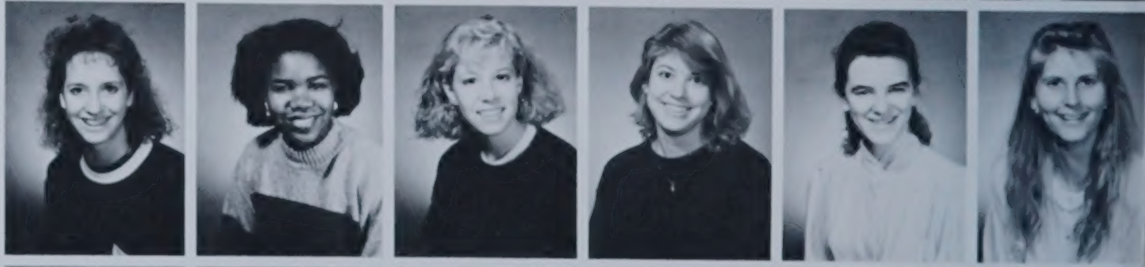
Eash, Timothy D	MI
Eberly, Corey S	IA
Eckert, Kori L	PA
Eichelberger, Robert D	IL
Eicher, Jill E	MI
Elizalde, Jose	IN



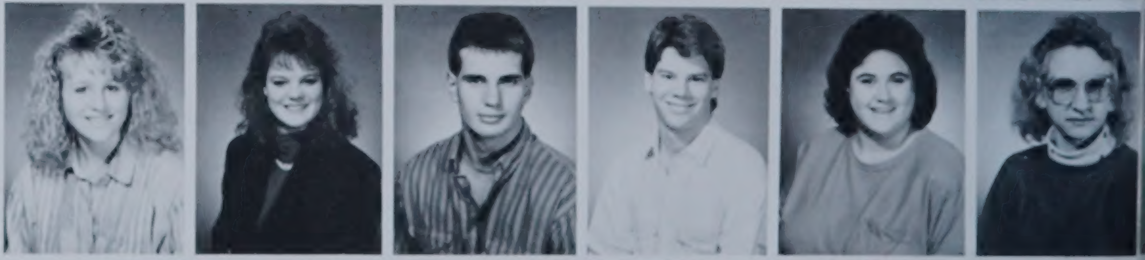
Elliott, Julene F	IN
Elliott, Thomas E	IN
Emmitt, Dana S	OH
Enns, Ramona Y	TX
Enns, Rita M	MAN
Epp, Lisa D	NE



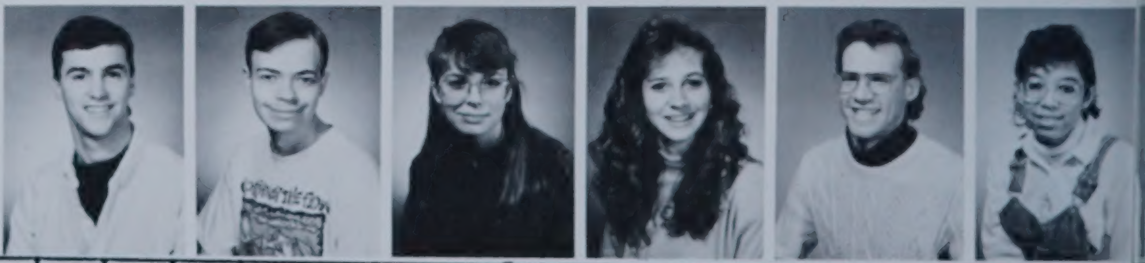
Erb, Gina	NE
Ezeh, Ifeoma C	OH
Farmwald, Marlis	IN
Fast, Anita S	ONT
Fast, Ellen S	VA
Fergison, Julie A	IN



Fergusson, Kathleen K	IN
Fish, Jennifer	VT
Foor, Clinton J	OH
Frederick, Kevin E	PA
Frederick, Lori E	PA
Fretz, Tara C	PA



Frey, Kevin G	OH
Friesen, Carl E	IN
Friesen, Catherine J	IN
Friesen, Ingrid E	CA
Fritsch, Joseph C	VA
Gabourel, Talia M	Belize



Garber, Ann M	PA
Gascho, Marla D	NE
Gascho, Shane	MI
Gates, Denise	IN
Geiser, Les A	OH
Geissinger, Audrey R	PA

Gerber, Laura R	KS
Gerber, Marla K	OH
Gerber, Peter	OH
Gilbert, Cynthia K	IN
Gilbert, Sarah C	IN
Gingerich, Gwen L	IA

Gingerich, Jennifer R	IA
Gingerich, Sherry A	IN
Gingrich, Karin R	OR
Godshall, Erica S	PA
Goel, Suresh	ONT
Goertz, Mark L	OH

Goertzen, Stephanie A	KS
Gonzales, Janie Y	IN
Good, Jan M	PA
Good, Kendra S	IN
Good, Michael W	NM
Graber, Melodie A	IN

Graber-Jennings, Micky	FL
Grose, Melissa K	IN
Grossmann, Jenifer K	IN
Guernsey, Jennifer M	IN
Guidi, Christina E	IN
Haas, Lillian N	ALB

Hapner, Nancy L	IN
Harderson, Pelle	ONT
Harley, J Mike	IN
Harmelink, Erin D	OH
Harnish, Craig A	PA
Harnish, Nina M	PA

Harshbarger, Chad	OH
Hartman, Monte L	IN
Hartman, Scott D	IN
Hartmann, Martin H	Germany
Hartzler, Stefanie A	AZ
Haywood, Joey D	IN

Headings, Caroline R	WV
Helmuth, Todd C	IN
Henry, Sheila L	IL
Hershberger, Keith G	PA
Hershberger, Sara E	IN
Hershey, Tanya S	VT

WORSHIPPING APOLLO, THE SUN GOD

Although Michiana is not noted for its excedingly balmy weather, days do come along when God blesses Her/His people in the land of Goshen with warmth and light. Frisbee (football and otherwise) is a very popular sport for impromptu outdoor activities, and international students can often be seen teaching their American counterparts the game of cricket. Laying out in pursuit of a nice tan, however, remains the sport of choice.

Kathy Baker carefronts Michelle Milne outside Good Library.

For the G.C. admissions department, it's never too early too start recruiting.

GOSHEN
COLLEGE
20??

Shawn Lepley, Fred Kieper, and Eric Miller continue the fair-weather tradition of frisbee football on the K-M-Y lawn.

Phillip Bender, Tony Lapp, and Bev Lapp take advantage of a sunny afternoon to relax and study on Schrock Plaza.

Red and golden leaves shine in the warmth of the sun and transform the campus in the midst of an exceptionally beautiful autumn.

Renske Wedel enjoys the sun and shade of a fall day.

Above, Kim Senecal, Kristine Drolet, Janette Wisseman, and other nursing students head outdoors for some practical field experience.

Catching some Michiana afternoon rays, Cindy Eby studies by osmosis.

Hertzler, Susan R	IN
Hess, Gail I	IN
Hess, Laura E	IN
Heyerly, Phillip J	CA
Hicks, April M	MI
Hochstedler, Monica J	VA

Hochstedler, Susan L	IA
Hochstetler, Cheryl J	IN
Hochstetler, David W	OH
Hochstetler, Heather L	IN
Hollis, Eric M	IL
Holsopple, Tonya D	IN

Hook, Brian	KS
Horos, Tracy	PA
Horst, Carmen S	Argentina
Horst, Heather L	NY
Horst, Philip M	MI
Hossler, Kendra D	PA

Hostetler, Derek M	OR
Hostetler, Eric D	IN
Hostetler, Greg A	IN
Hostetler, Sarah C	OH
Houser, Amy C	PA
Housholder, Paul D	IL

Houtz, Jenifer L	PA
Howe, Kathleen R	IL
Hubbard, Sarah E	IN
Huber, Richard D	PA
Huebert, Jennifer	Germany
Hunt, Edmund	Malaysia

Hurst, Benjamin J	IN
Hutchins, Elizabeth A	IN
Jantzen, Eric J	OH
Jantzi, Darren L	MI
Jantzi, Michael R	AZ
Janzaruk, Lynda A	IN

Jean, Holly S	IN
Jivraj, Sanjay M	Tanzania
Johnson, Jan	IN
Jones, Deena L	IN
Kauffman, Alan J	OH
Kauffman, Christina B	IN

Kauffman, Kathleen J	KS
Kauffman, Melika F	ALB
Kauffman, Troy E	OH
Kauffman, Yolanda S	OR
Kaufman, Cheryl L	KS
Kaufman, Heather J	SD

Kaufman, J Mark	OH
Kaufman, Joanne L	IL
Kaufman, Keri S	OH
Kaufman, Michael L	MI
Kawakami, Yasushi	Chiba-ke
Keim, David A	IN

Keith, Allison A	CO
Kennel, Anne E	IN
Kennel, Kurt A	MI
Kessop, Avinash N	India
Kieper, Frederick D	IL
King, Darvis E	PA

King, Kimberly J	IN
King, LaDene J	NC
King, Laurie A	OH
Kirk, Jennifer K	IN
Kline, Heather C	IN
Klopfenstein, Dereck A	IN

Klopfenstein, Douglas A	OH
Knepp, Angela K	IN
Knisley, Michele R	IN
Koop, Robert P	ONT
Kratowicz, David J	IN
Krause, Benjamin Y	CA

Kraybill, Wanda R	PA
Krisetya, Matius I	Indonesia
Kurtz, Eric R	IN
Landes, Rachelle R	MI
Landes, Susan A	VA
Landis, Marge	PA

Larrison, Rebecca E	IN
Latham, Myra J	IN
Lazar, Jessica A	IL
Leaman, Monica L	PA
Leaman, Patrick D	PA
Lefever, Jeffrey A	PA

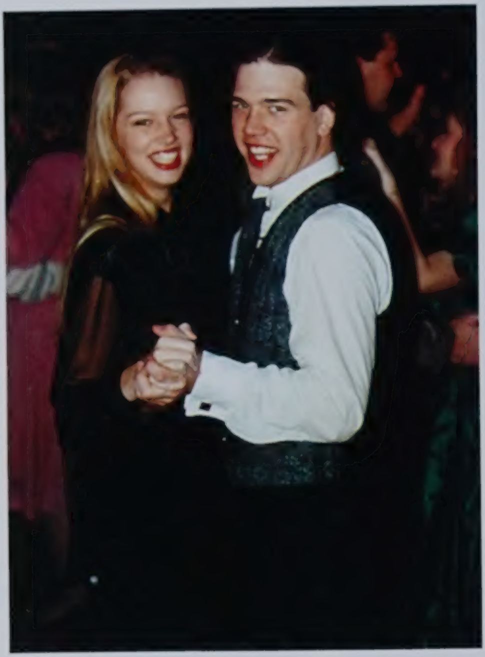
Lehman, Anna	IN
Lehman, Chad L	OH
Lehman, Christopher D	OH
Lehman, Keith	ALB
Lehman, Susan Y	IN
Lehman, Wendy S	OH

Leland, Dawn M	WI
Lepley, Shawn M	OH
Leuz, Laura	IN
Lichty, Steve L	NE
Liestman, Gregory E	IL
Lim, Grace	Malaysia

ONE ENCHANTED EVENING

The night began with carriages and chauffered limosines. The Greencroft Senior Center was again the setting for the annual semi-formal Christmas Dance. Couples enjoyed great food, music by Jeremy Kropf, Denise Clemens, Bev Lapp, and Doug Longenecker, instruction in ballroom dancing by Foxtrot King Bob Duesler as well as a couple hours of good old-fashioned rock and roll. Credit for this gala affair goes to CAC.

Andrea Unger, Jon Watkins: a happy couple.



Jan Kolb, Chad Horning and Michele Yoder demonstrate the box step for three.

Photgraphs for the color pages were taken by:

Joe Sakai
Doug Troyer
Rusty Eash
Benji Krause
Suresh Goel
Rich Hochstetler

Todd Helmuth, Alice Miller, Bonnie Mast, and Adam Lindemer.

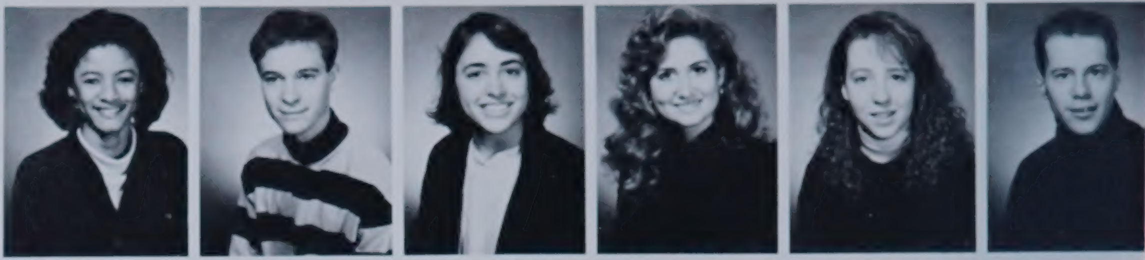
Pensive looks from Charles Green and Nhamu Wakatama..

Bob Duesler of Greencroft introduces Darla Beck to the finer points of ballroom dancing.

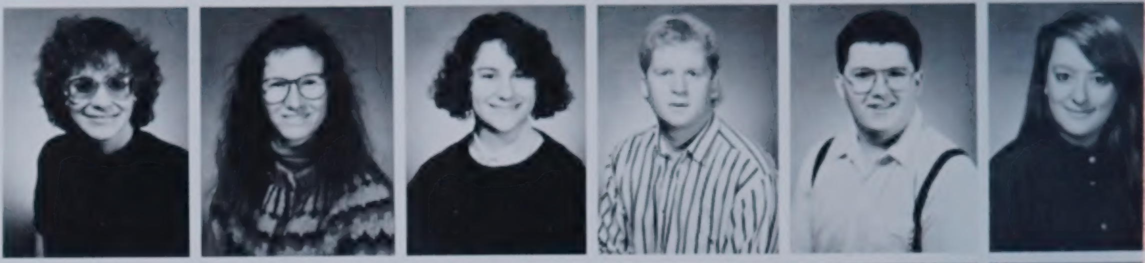
Jeremy Kropf, Denise Clemens, Bev Lapp, and Doug Longenecker entertain the crowd.

Ben Shoemaker, a.k.a. "The Bartman," impresses his date Kendra Good while Troy Kauffman watches jealously .

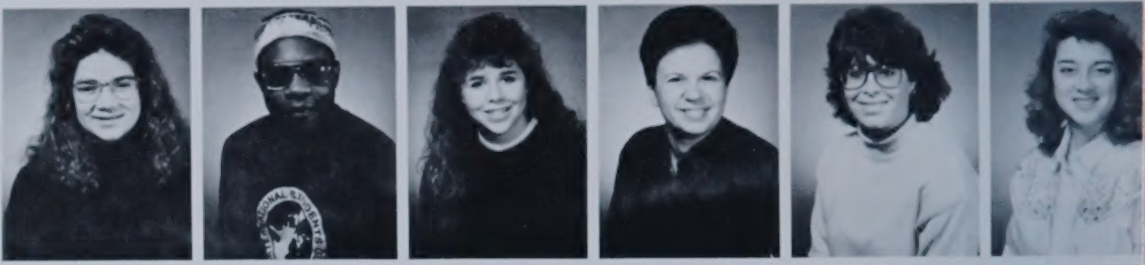
Lizama, Anita	Belize
Long, David H	IN
Longacre, Mary E	PA
Lord, Kelly Anne	IN
Loss, Michelle D	IA
Luczkowski, Keith A	IN



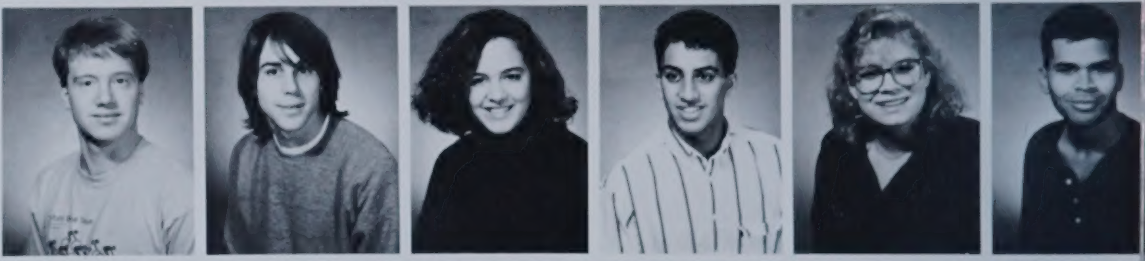
Ludeker, Lynette A	IN
MacIlroy, Christine	CA
Martin, Eunice J	IN
Martin, Gary D	ONT
Martin, Grant P	ONT
Martin, Kristina L	VA



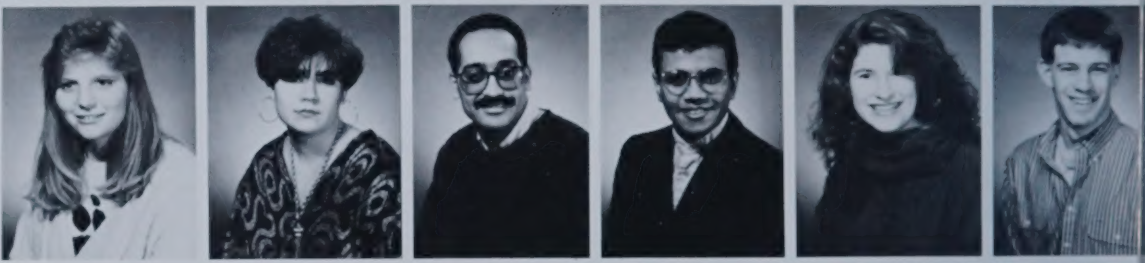
Martin, Rachel M	IN
Masingila, Stephen	IN
Mast, Anne K	OH
Mast, Annette	IN
Mast, Bonnie K	OK
Mast, Debra K	IN



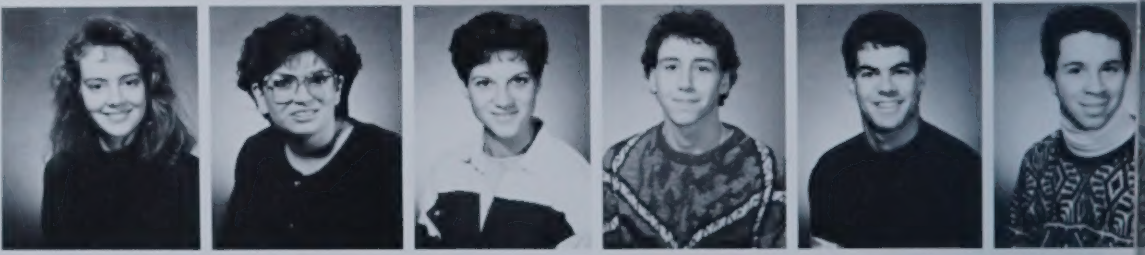
Mast, Leonard K	IL
Mast, Randall G	PA
Massanari, Analisa	MI
Mathew, Johncey	IN
McDaniels, Kara C	NY
McFadden, Dwight J	PA



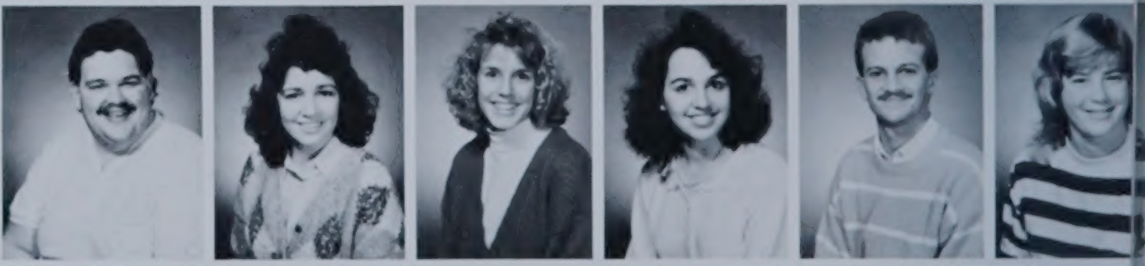
Meighan, Stacy L	IL
Mellinger, Sharon M	PA
Melo, David	Dom. Rep.
Menon, Naresh N	IN
Metzler, Erika S	TX
Meyer, Daniel C	NA



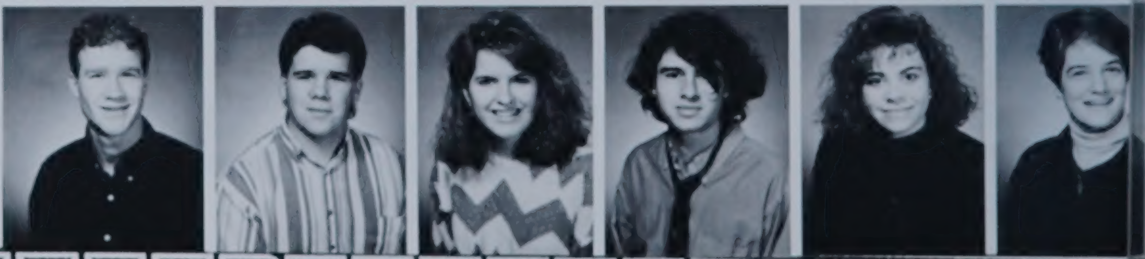
Miller, Alice C	KY
Miller, April J	IN
Miller, Bethany J	OH
Miller, Brent J	NY
Miller, Brian L	OH
Miller, David R	IN



Miller, Dean A	MI
Miller, Diane M	IN
Miller, Elizabeth A	IN
Miller, Heidi	VA
Miller, James P	IN
Miller, Joanna B	IN



Miller, Jon Eric	OH
Miller, Kevin S	OH
Miller, Kristin L	PA
Miller, L Edward	PA
Miller, Laura E	OH
Miller, Lisa M	IN



Miller, Lynn G	MI
Miller, Lynn J	OH
Miller, Marlene M	OH
Miller, Michelle R	IA
Miller, Peggy J	IN
Miller, Roslyn E	IN

Miller, Susan D	IN
Miller, Tamara S	OH
Miller, Terri R	IL
Miller, Tim J	IN
Miller, Timothy D	IA
Miller, Timothy S	IN

Milne, Michelle J	IN
Mishler, Philip E	OH
Mounsithiraj, Thavisith	MI
Moyer, Chadwick E	IL
Moyer, John S	IN
Moyer, R Diane	PA

Mullet, James L	IN
Mullet, Leah R	OH
Nafziger, Andrea J	CO
Nafziger, Anita S	OH
Nafziger, Ann M	OH
Nafziger, Brent E	IN

Nafziger, Kent D	OH
Nafziger, Michele L	OH
Nafziger, Shawn R	OH
Nand, Shanti	IN
Nester, Shelly K	IL
Newcomer, Christi L	IN

Newswanger, Daryl S	PA
Newswanger, Jon C	OH
Niccum, Jeanne D	IN
Nofziger, Kristine	OH
Nofziger, Lenae K	OK
Nofziger, Londa M	OH

Nofziger, Matthew J	IN
Nolt, Michael L	PA
Nord, Christopher M	PA
Nord, Eric A	PA
Norton, Sharon	IN
Nussbaum, Dan	OH

Nyce, Gretchen L	IN
Nye, Theresa L	IN
Oleen, Kirsten K	AL
Omondi, Dorcas A	Kenya
Osborne, Jan E	KS
Osborne, Jill S	KS

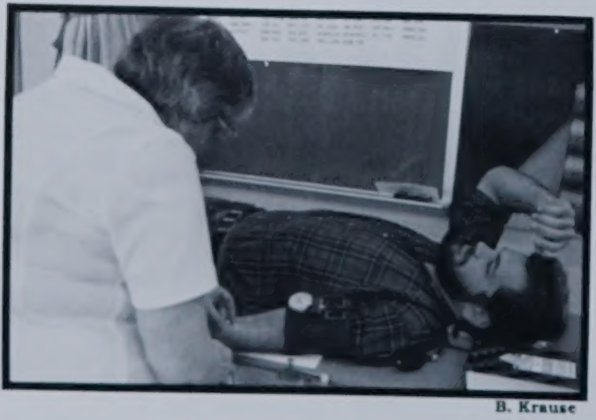
The various Mennonite agencies were on campus once each trimester this year. Their visits provided interested students with a look at service opportunities. At right, Dave Hershey browses through the service brochures as Harriet Douple of MCC shows Janet North some of that agency's recent openings.

P. Bender

Diana Zimmerman, Erika Metzler

P. Bender

The issue of same-sex orientation hit the G.C. conscience again this year. Above, Doug Wert and Andrea Unger participate in a forum on the subject during the fall trimester.



B. Krause

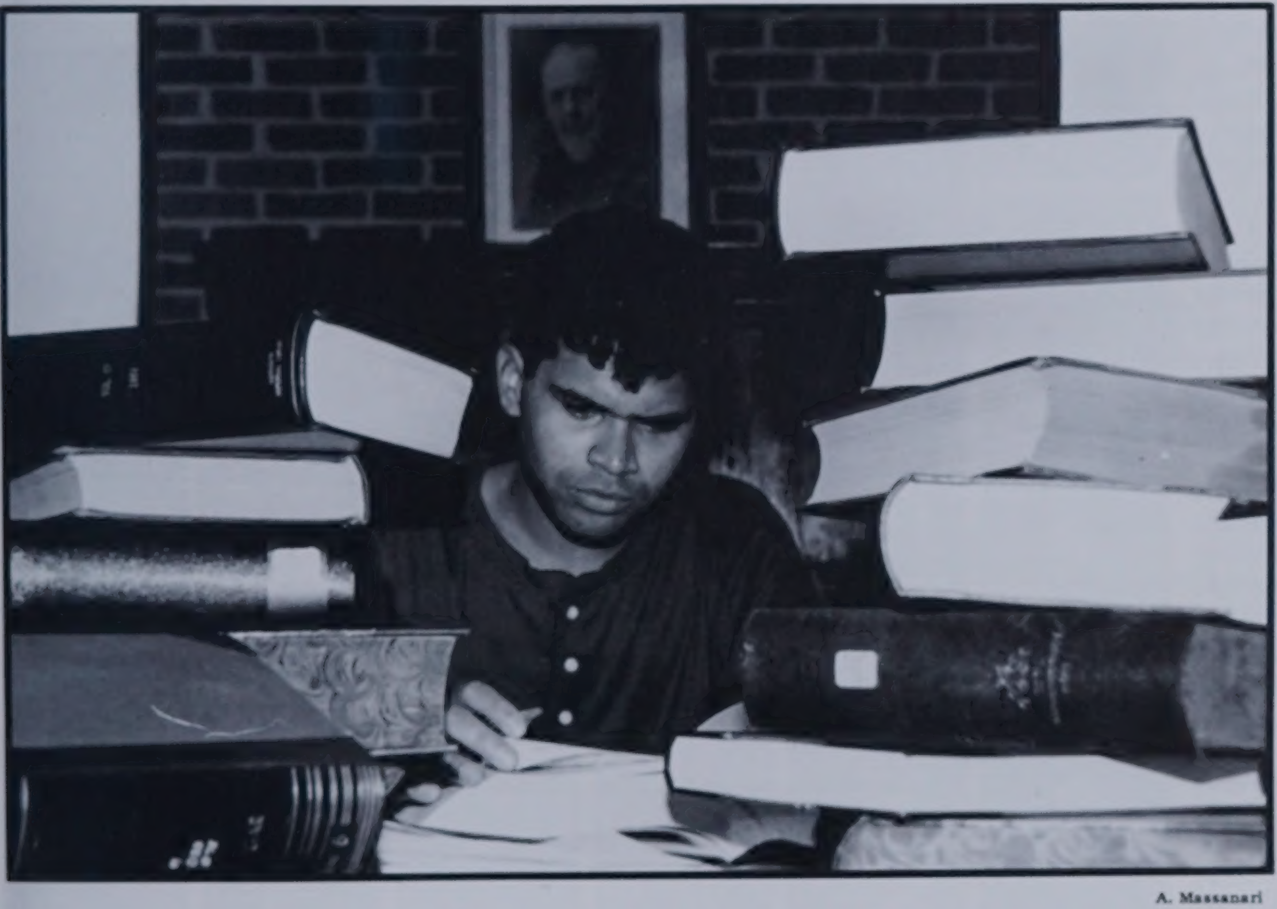
Dave Schipani bravely gives blood for his team during Fall Festival.

R. Hochstetler

Jason Wyse, Tom Sample, Chris Barrows, Mike Wert, Rachel Zaerr, Lisa Miller, Todd Christophel get caught up in the Bartman craze at an International Student Union dance.

P.Bender

Above, Bill Yolton, director of the National Interreligious Service Board for Conscientious Objectors, talks with students about preparing for the draft. To his left are Steve Slagel and J.R. Burkholder, professor at AMBS.



A. Massanari

Dwight Julius McFadden III., (left).

Oswald, Beth L	IN
Oswald, Nancy M	IA
Ott, Susan M	IN
Otto, Larry W	IN
Overman, Matthew V	IN
Pankratz, Bruce A	MAN

Parekh, Hitesh	India
Paulovich, Cheryl J	IN
Peiris, Frank C	Sri Lanka
Penner, Brian K	BC
Penner, Lauren J	IN
Perera, Angelo C	Sri Lanka

Phillips, James P	IN
Pippenger, Michelle	IN
Ramer, Leah K	IN
Ramos, Arabella	OH
Reedy, Jill	IN
Reeser, Scott D	IL

Reimer, Jeffrey J	IL
Reinhardt, Brent A	IN
Rensberger, Kristen D	NY
Richard, Angela D	IA
Richer, Tonya	OH
Rietti, Mariella	Honduras

Risser, Jodi R	IN
Rodger, Elsie	Bangladesh
Rodman, Dawn L	IN
Roemke, Pamela R	IN
Rohrer, Jennifer A	OH
Rohrer, Launa R	OH

Rohrer, Sheila J	OH
Rohrmann, Claudia	Germany
Romero, Luz Yadira	PR
Rose, Jennifer L	IN
Ross, Sharon R	OH
Roth, Geoffrey N	IN

Roth, Reed T	OH
Rothenbuhler, Lorena	OH
Rupp, Darren E	OH
Russell, Eric P	IN
Rychener, Jason T	OH
Rychener, Ken D	IN

Rychener, Traci J	OH
Ryman, Jeremy J	IN
Saffer, Rhonda K	CO
Sakai, Joseph	Australia
Samatar, Sofia	NJ
Sample, Thomas G	IN

Samuel, Jason	PA
Santoso, Samuel	Kudus
Satchithananthan, P	Sri-Lanka
Sauder, Patrick D	OH
Sawin, Mark H	KS
Schipani, Marisa	IN

Schlabach, Ricki B	IN
Schlabach, Tami J	IN
Schloneger, Kara B	OH
Schloneger, Kent B	OH
Schloneger, Mark R	OH
Schloneger, Ryan D	OH

Schmidt, Christopher B	IN
Schrag, Myles J	KS
Schrock, Jeffrey R	IN
Schrock, Kristin M	OR
Schrock, Michael D	OH
Schwartz, Philip L	IN

Schwartz, Rick	MI
Schweitzer, Barbara L	ONT
Scott, Andrew E	IN
Sears, Jan	IN
Sears, Jeffrey J	IN
Seiler, Lana J	IN

Seiler, Terry S	IN
Seitz, Janelle L	VA
Sembajwe, Grace N	Lesotho
Sern, Patience	Taiwan
Setiawan, Benjamin	Indonesia
Shady, Matt A	IN

Shapiro, Farida S	MD
Shenk, Thomas K	IN
Sheppard, Tally J	IN
Sherck, Tonya R	AZ
Shirk, Melissa D	PA
Shoemaker, Benjamin A	IL

Short, Alex W	OH
Short, Darin K	OH
Short, Laura J	OH
Shoup, Regina L	OH
Showalter, Alicia F	VA
Showalter, Patrick R	VA

Shreiner, Lori Ann	PA
Skillings, Angela J	OH
Skinner, Elizabeth L	MI
Smith, Christine L	OH
Smith, Matthew J	IN
Smucker, Karla S	OH

Below, Mike Nolt and Matt Nofziger try to figure out what that crazy Shawn Lepley kid will do next.

P. Bender

In an effort to break down cheerleader stereotypes, Phil Bender shows his support tor the Lady Leafs.

31
GOSHEN
23
COLLEGE

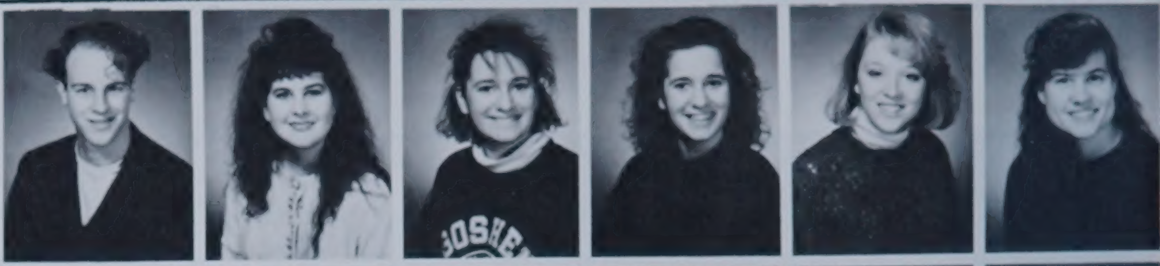
K. Nofziger

P. Bender

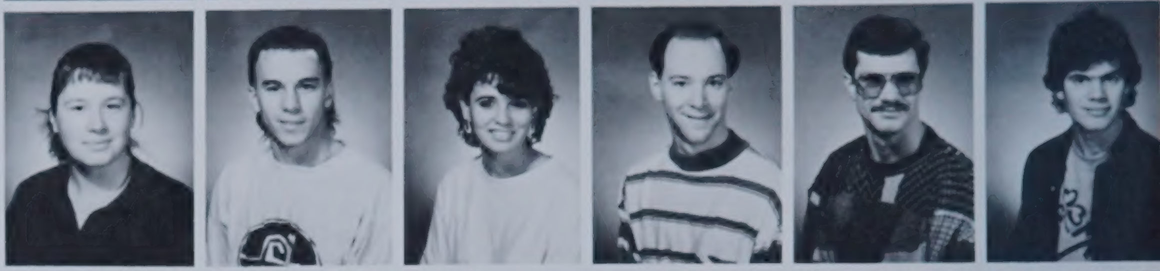
Flag football: The Huddle.

aty Fergusson, Kris Nofziger, Mark Goertz, Troy Eichelberger (waving), Jill Brubaker, Jeremy Gingerich.

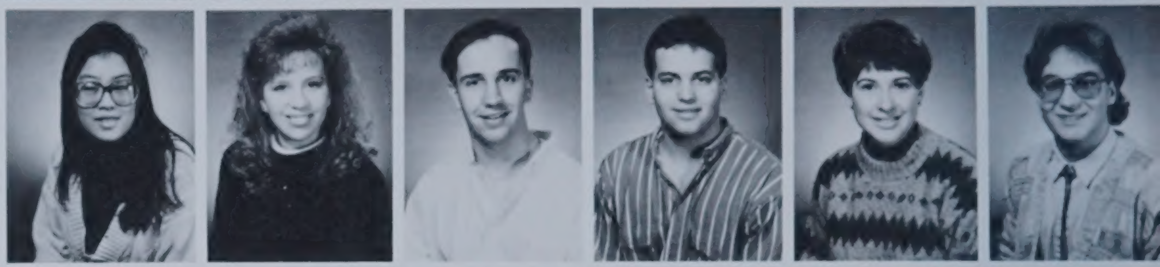
Smucker, Matthew	IN
Souder, Kimberly S	IN
Sovich, Katherine L	IN
Sovich, Kimberly S	IN
Stafford, Anne E	IN
Steiner, Kathleen R	OH



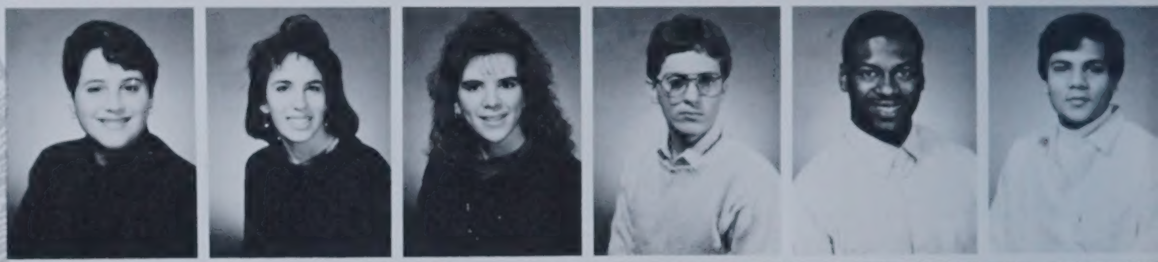
Stewart, Rebecca J	IN
Stolifer, Timothy A	KS
Stoltzfus, Bonnie S	PA
Stoltzfus, Chad	IA
Strycker, James D	IN
Stuckey, Jeffrey J	MD



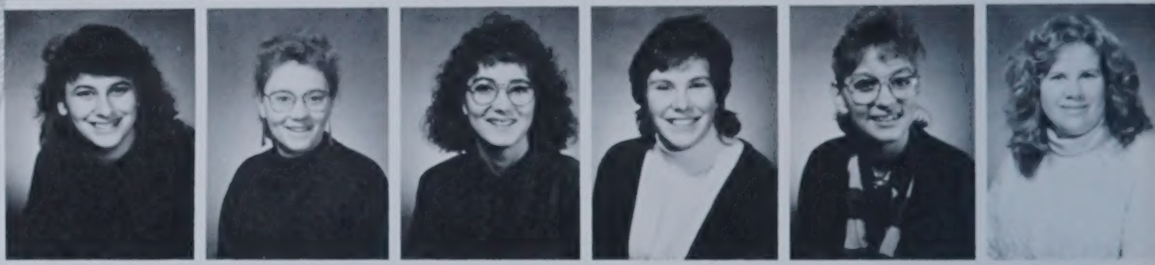
Stuckey, Sara L	OH
Stump, Ruby K	OH
Stutzman, Chad M	IN
Swartly, Brian	PA
Swartzendruber, Andrea L	IL
Swartzendruber, Brian S	MI



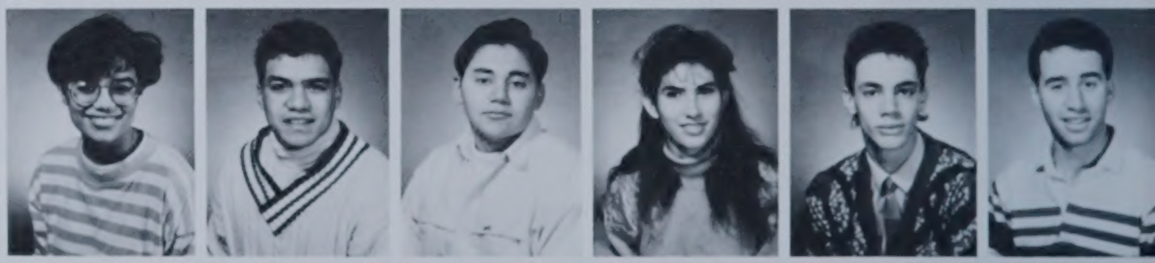
Swartzendruber, Holly J	MI
Swartzendruber, Marcella J	PA
Swick, Amy E	IN
Swinehart, Anthony L	IN
Talbert, Derrick B	OH
Tatia, Neelesh	India



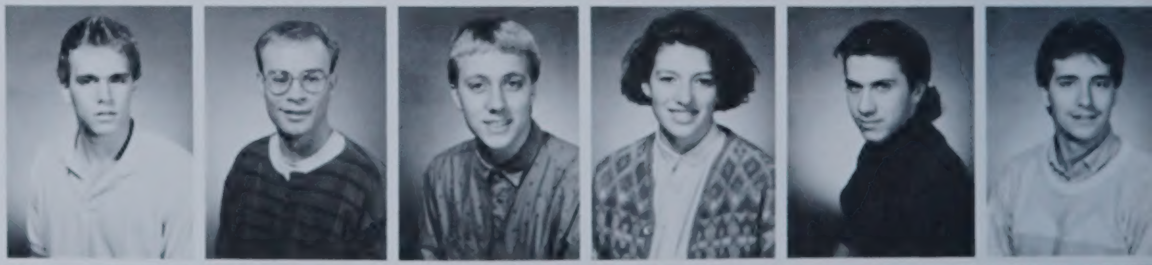
Teutsch, Jennifer L	OH
Thelin, Rachel E	CO
Theiszen, Judi R	NE
Thomas, Amy V	PA
Thomas, Charlene R	IN
Thompson, Jannie S	IN



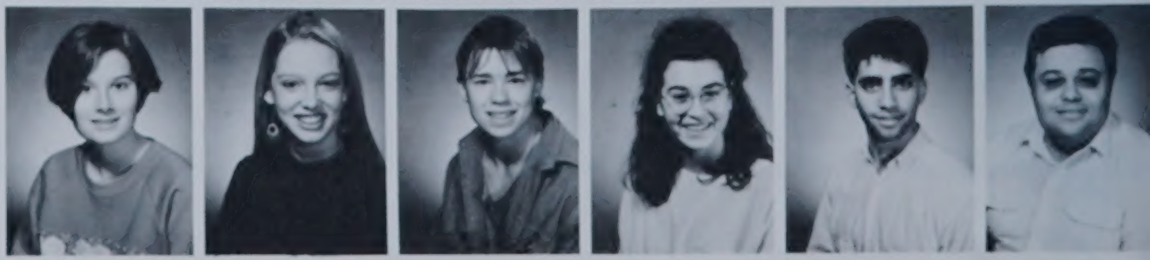
Tijerina, Corinna	OH
Tijerina, David	OH
Tijerina, Stevan J	IN
Trimble, Cheryl A	OH
Troyer, Brian E	MI
Troyer, Bronson E	IN



Troyer, Douglas C	MI
Troyer, John	MI
Troyer, Kendall D	MI
Troyer, Lara K	IA
Troyer, Larry D	MI
Troyer, Matthew J	MI



Troyer, Michele L	KS
Unger, Andrea G	ONT
Unzicker, David S	IN
Van Winkle, Jennifer L	IN
Vega, Daniel L	IN
Velazquez, Hector D	NJ



Vlasits, Stacy G	VA
Vogt, Krista M	KS
Wagler, Derek	ONT
Wagler, Julia A	OH
Wahmhoff, Naomi A	MI
Walson, Gregory J	IN

Waltner, Christopher J	SD
Weaver, Lisa D	OH
Weaver, Murray D	IN
Weaver, Steven J	PA
Weber, Stefan	Germany
Wedel, Jay L	KS

Wedel, Renske	Germany
Weidner, Timothy M	OH
Weirich, Veronica J	IN
Weldy, Michelle L	IN
Welty, Renetta K	OH
Wenger, Angela D	IN

Wenger, Joel D	GA
Wenger, Melinda K	MI
Wengerd, Heather R	IN
Wenner, Jill R	IN
Wentorf, Fred A	PA
Wert, Douglas L	PA

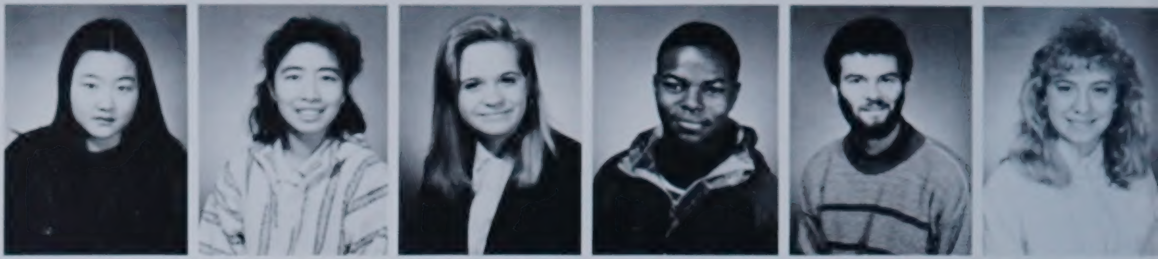
Wert, Michael S	PA
Whitmer, Rebecca M	OH
Wiebe, Rebecca J	AZ
Wiens, Angela M	VA
Wilden, Angela K	IN
Wilden, Melissa J	IN

Will, Michael J	OH
Willems, David A	WY
Willems, Emily M	WY
Williams, Dana S	CO
Williams, Doreen R	IN
Wingard, David M	IN

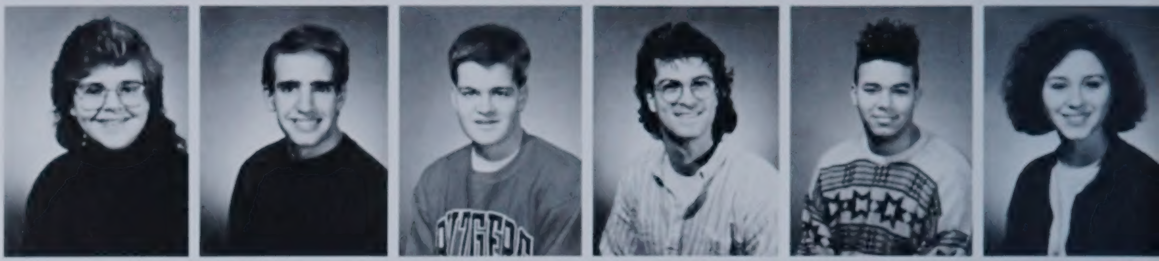
Witmer, Douglas S	PA
Wittmer, Gary R	PA
Wittrig, Tymberley A	IL
Won, Benjamin	Malaysia
Woolace, Eric A	OH
Wright, Kimberly	IN

Wruble, Michael J	MI
Wyse, Beverly S	OH
Wyse, Brenda S	IL
Wyse, Jason L	OH
Wyse, Rita K	OH
Wyse, Samuel C	IN

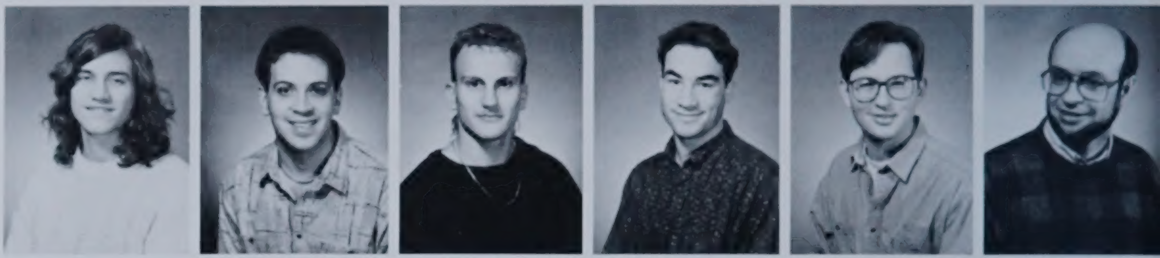
Xu, Kang	China
Yang, An Huei	China
Yoder, Amy A	NJ
Yoder, Christopher D	CA
Yoder, Derek A	OH
Yoder, Erika E	IN



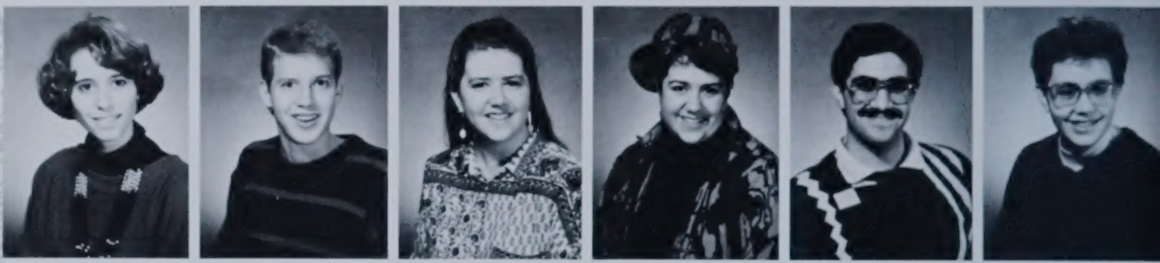
Yoder, Erin E	IN
Yoder, Joshua P	IN
Yoder, Lance S	IA
Yoder, Marcel S	IN
Yoder, Mark A	IN
Yoder, Nicole M	VA



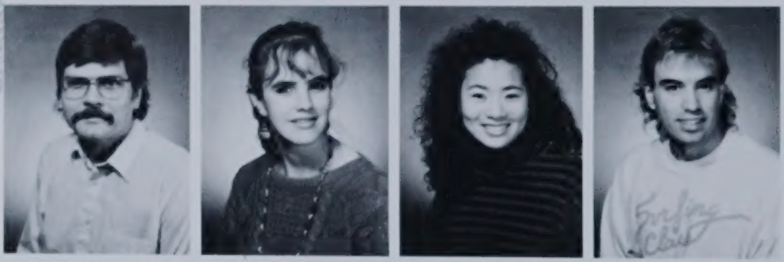
Yoder, Pete	IN
Yoder, Rick L	OH
Yoder, Shane	IN
Yoder, Timothy D	IN
Yoder, Walter E	IA
Yoder, Warren M	IN



Yoder, Yolanda J	IN
Yordy, Eric D	IN
Yordy, Jeanne I	IL
Yordy, Jill L	IL
Zaarour, Maurice	Jordan
Zaerr, Rachel A	OH



Zechiel, Tim B	IN
Zimmerman, Diana R	PA
Zook, Rebecca A	IN
Zuercher, Deric R	OH



To the right, sophmore Shawn Lepley does an end run, breaks down field, leaves his pursuers in the grass. He's going all the way, folks. Dave Moseman, stunned, stands amazed.

J. Sa

As shown above left, squirrels add to the cultural diversity of Goshen College.

Above, in one of the fall trimester's few truly exciting moments, an explosion underneath the campus lifted a personhole cover several feet off the ground. Darvis King was nearly swallowed whole in the flames.

Welcome
COLLEGE MENNONITE CHURCH
Opinion Board
BENTON MENNONITE

R. Hostettler

Above and center, not to be out done by Madonna, The Annex small group performs "Justify My Mennonite Heritage." Rick Huber stars in this questionnable portrayal of his grandmother.

Left, Susan Lehman stops at the Opinion Board, the campus' focal point for inane controversy, to take a look at a petition to stop something bad from happening somewhere in the world, a favorite pastime of Goshen College students.

CHINESE SCHOLARS

Since China SST began in 1980, 98 teachers of English from China have come to live and study at Goshen College. Each September, approximately 10 scholars arrive and enroll for a full year of classes. In addition, eleven SST groups have gone to Sichuan Normal University in Chengdu and taught conversational English to the university students there. This exchange between the two campuses has become an invaluable addition to GC tradition.

The Chinese scholars who come to GC bring with them a deep desire to learn. Much of their education gained in the U. S. will be used later in their classrooms when they return to China. Through their experience at GC, they can provide leadership to their students and promote cultural understanding between the U. S. and China.

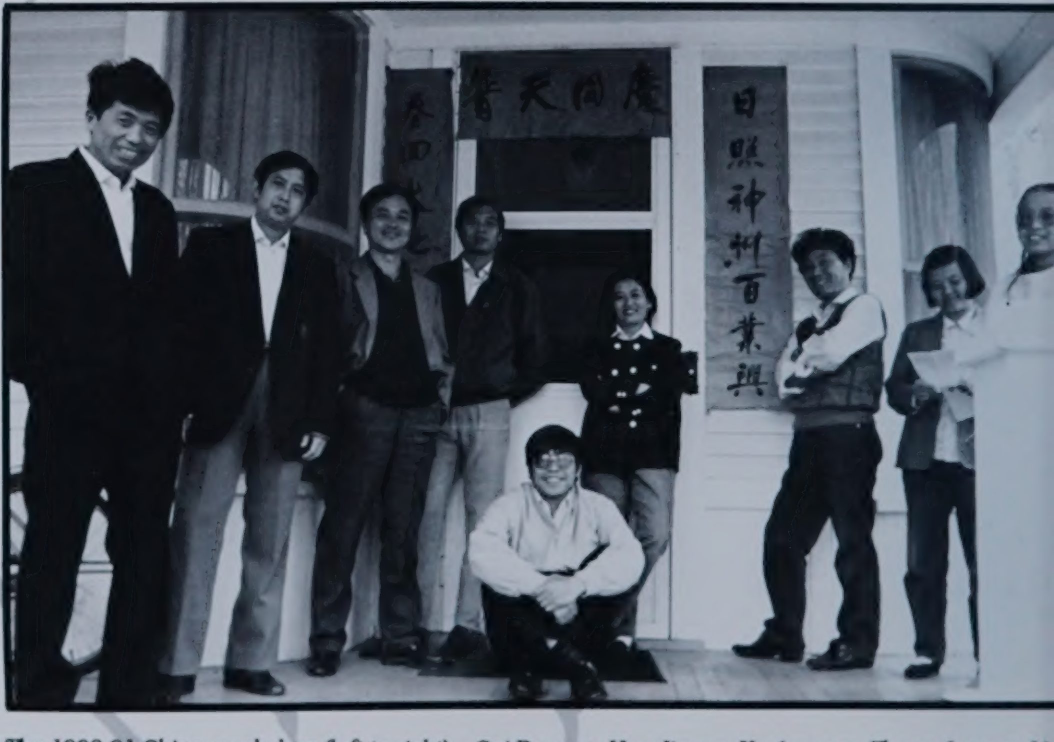
Liu Jiliang swings on the porch. Yes, that is Stuart and Shirley Showalter's house in the background.

Huo, Xu, Liu, and Zhang, hanging out.

Xu Yuanxin shows Zhou Ping a letter from Xu's brother.

Skip Barnett, assistant professor of English, teaches the scholars a course that introduces them to some basic aspects of life in the US. He summarizes this experience as "refreshing, amusing, and challenging."

"The scholars from China are gifts to Goshen College and to the Goshen community in many ways," says John Eby, Academic Dean. "Their presence on campus and in our community builds bridges between nations and cultures. The Chinese scholars add rich cultural, ethnic, artistic and political diversity to the campus."



The 1990-91 Chinese scholars (left to right): Cai Dequan, Huo Jingen, Xu Anquan, Zhang Jungao, Liu Jiliang, Jiang Xianju, Shuai Peitian, Xu Yuanxin, Zhou Ping.

"This is a campus of peace and ove. Students of different nationalities live and work in great harmony. People of different colors are like sisters and brothers. This makes us feel quite at home."

—Xu Yuanxiou

"When I think of our time in the US at Goshen College, I will remember the people who have welcomed us and made us feel at home. I will also remember the professors who have been so patient with us and helped us. They do careful work.

We use our time at Goshen to learn as much as we can about American culture and people. We also improve our conversational English skills so we can teach our students better when we return to China.

I like the competitive spirit of America because it makes people work hard. When American people walk, they always look like they are in a hurry. To be energetic is good, I think.

I also like that American people are educated to be kind to the weak, the poor, and to love their neighbors as themselves. This is right. We need a material life, but we also need a spiritual life."

—Shuai Petian

Zhang Jungao rides home on one of seven bikes provided to the scholars by the college.

Photos by Analisa Massanari

COSTA RICA

When I left San José for my service assignment in the tiny village of Guaitil, I knew I was going to a place where the people make native pottery. I didn't realize until I arrived there that the people themselves are native Costa Ricans.

The opportunity to live with and become one of these native Americans was more than I ever would have dared to ask for—ever in my life. As long as I can remember, I have felt a terrible guilt for what my people have done/are doing to native Americans. I never imagined that I would have the chance to make my peace. I never imagined that I would have the chance to earn their forgiveness and even their love.

I sat in a park with my friend Juan Felix one day. We'd gone to the town of Santa Cruz to pick up my mail and had several empty hours before the bus back to Guaitil. I wanted him to know what it meant to me to be his friend. In my stumbling Spanish, I explained the Trail of Tears, and I explained all the things I feel. He laughed and said, "How funny that if we had lived back then, you would have killed me."

I didn't laugh, and said, "No, it's not funny at all."

He was very quiet for a while. Then he said to me, "You are an Indian, too. Why don't you stay?"

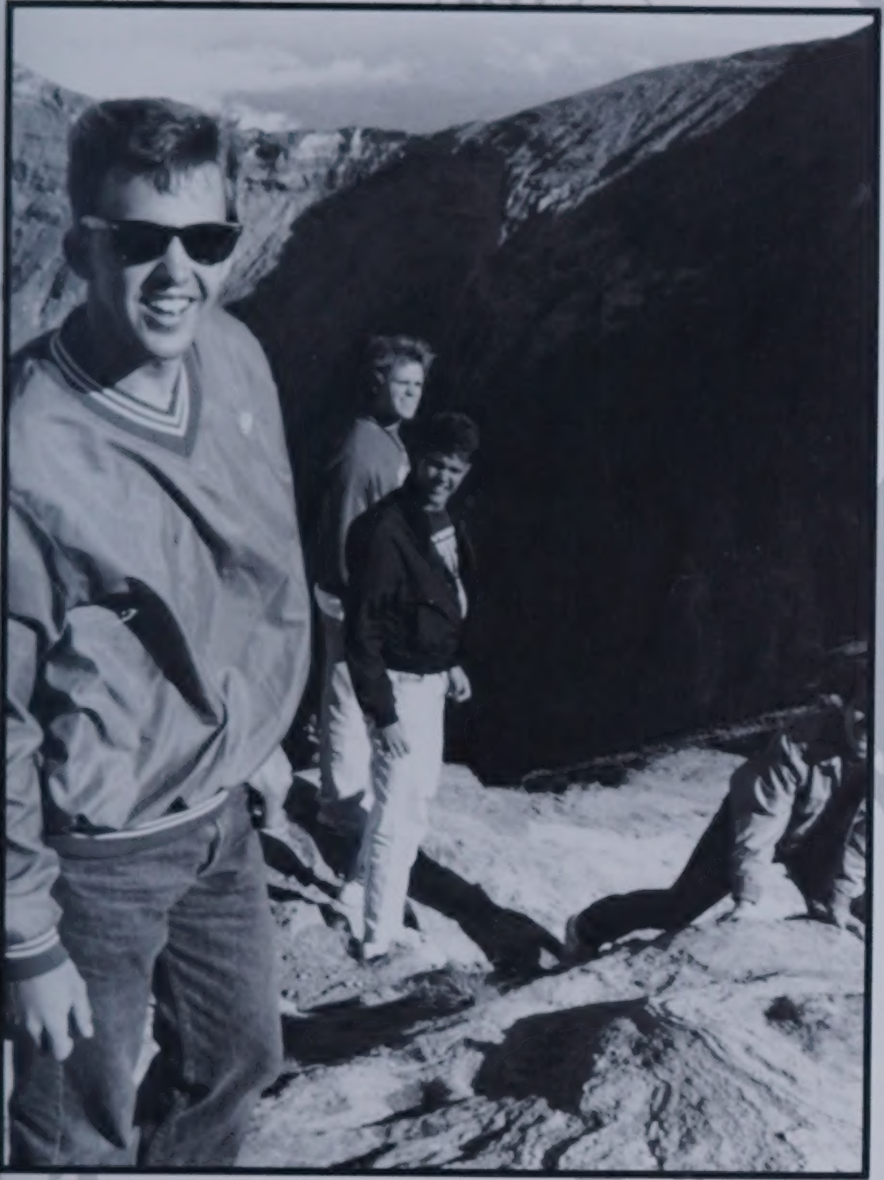
And I wanted to.

-- Diana Zimmerman

Middle: Winter SST'ers rest on a hill in the Oroski Valley, which overlooks the town of Cartago.

Bottom: Unit leaders Tina and Jay Schlabach on a visit to the Dole banana plantation.

COSTA RICA



At left, Fred Wentorf, Todd Christophel, Ken Rychener, and Sabino Arredondo explore the Volcania Irazú.

Below, Diana Zimmerman and a friend frolic at the farewell picnic for the SSTers and their host families at the Parque del Este.

Costa Rican homes in the mountains.

Photos by Brian Hook

DOMINICAN REPUBLIC

L. Ba

Vonnie Weirich and two members of her host family on service.

S. Hochstedtler

Chris Schmidt explains his stomach problems to his mother at a picnic held for SST'ers and their families, Santo Domingo.

S. Hochste

Ann Garber examines some homemade wooden ducks
a roadside stand en route to Santiago.

DOMINICAN REPUBLIC

S. Hochstedler

Kathy Beck indulges in a favorite SST pastime with her mother and two sisters .

S. Hochstedler

Above, unit leaders J.B. and Betty Shank in the northern resort town of Puerto Plata. Eric Nord is in the background.

L. Bare

Mike Wert hangs out at his service location, Jarabacoa.

L. Bare

Tami Schlabach helps her sisters out with their homework during her service assignment.

Journal Entry — Jan. 28, 1991

"Could I feel any more awkward than I do right now?" I asked myself as I stood silent on the stone patio with my host mother, Adalgisa, and her friends. They were all standing around me, chattering in Spanish. Every once in a while I could tell they were talking about me and wished with all my might that I could somehow join into their conversation. Instead, I took solace in peeling the fresh mandarin that had been handed to me moments earlier. At least I could understand it and didn't have to speak a foreign language to enjoy it.

When we arrived back home, Adalgisa told me her friends said I was boring because I just stood around the whole time. I felt terrible. I thought I was doing them a favor by keeping my mouth shut, when apparently it would have pleased them more for the gringo to say unintelligible things, rather than nothing at all.

Keith Lehman

GUADELOUPE

Memories of Guadeloupe, 1991

— Looking down at your plate and wondering how you're going to eat around the fish's eye.

— pouring rain for three minutes, followed by a clear blue sky.

— buying Nutella, baguettes, bananas, and Laughing Cow cheese and taking it to the Place de la Victoire (square) for a picnic lunch.

— nodding and smiling at family members when you only half understand what they're saying.

— watching Randy Gunden walk in after lunch with a handful of mail and praying there's one for me.

— realizing there's a war going on, but not understanding the French news.

— explaining that "No, Canada and Indiana are not right next to each other, even though they look that way on the map."

— seeing one-room tin shacks with beautiful televisions inside.

—crowding into Randy and Debby's apartment to spend 3-4 hours eating and swapping books and stories — in English.

— seeing beautiful and exotic places and hoping they will never become commercialized.

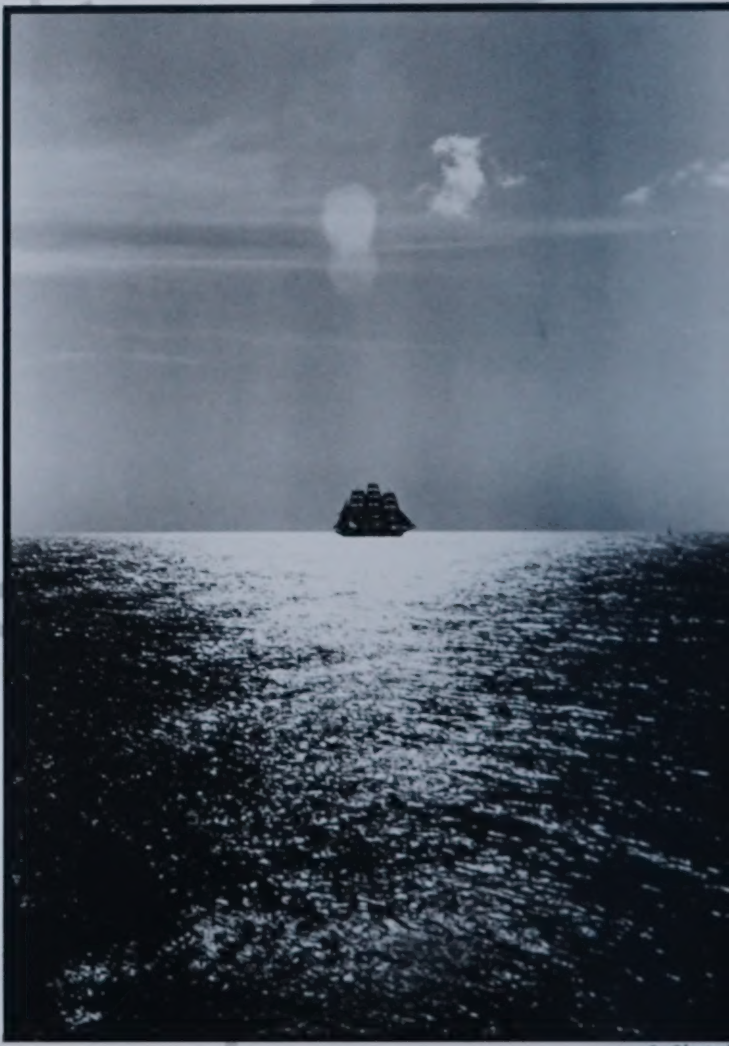
— taking everything in and wondering how you could ever explain it to people back home.

— Jeanne Yordy

Pete Byer and friends.

Jeanne Yordy

S. Gingeri



S. Gingeri

GUADELOUPE

Jill Eicher learns to dance to Zoot music.

S. Gingerich

Mike Bast ,Brian Penner and friends enjoy the city.

CHINA

Info Services

A Chinese professor demonstrates Tai Qi, a daily meditative exercise, on the basketball court of the University.

Info Services

Casey Cabral jokes with a student.

As I entered Sichuan Teacher's University's foreign language building on the first evening of my conversational English class, I was relieved to have six flight of stairs to climb before facing my 20 students. The physical exertion calmed me enough to appear composed. The class ended up to be probably as nervous as I was. They were first-year students who had never had conversational English, let alone two young foreign teachers. The silence of the class seemed extremely problematic for a class in conversation. Oh, how I wished that the intensity of the peering of the class eye's would have been channelled into energy for conversation!

Even in the early stages of getting acquainted, some communication problems presented themselves. Fortunately, these problems were more amusing than troubling. One of our students who chose the name Brian, persistently wrote that his name was Brain. Another student wrote us a note saying that she liked us very much, but did not understand a word we said in class.

As the weeks went on the silence of our class turned to enthusiastic participation. We had our class singing the Yodler Song and the Other Day chant so loud that we had to shut the classroom door in order to not disturb other classes.

At our class picnic I was thoroughly impressed with the energy of our class. *Never in my life had I seen more enthusiastic food preparation. Four holes were dug and four fires built* upon which woks were used by different groups. I could hardly keep from laughing as ingredients were thrown in woks simultaneously from four directions while 3 or 4 other people were yelling to add more soy sauce, ginger or hot pepper.

It was not just the group enthusiasm that made me love my class, it was the individual personalities that had become increasingly evident. Seeing Kent whistling in a tree, Hannah and Joanna trying to get everyone to learn to dance the 16 step, Patrica's big grin convincing 3 other people to play pig, and Ellen's persistent arranging of people for photographs, I could not help contrast this experience with my initial meeting of our class and smile.

-- Rachelle Landes

CHINA

Info Services

James DeFehr walks across the dam of the Dujiangyan Irrigation Project.

Melissa Shirk, Christina Brunk, Jill Reedy, Casey Cabral, and Tonya Yoder stand outside a Buddhist temple.

Info Services

Info Services

Rachelle Landes teaches an English class. SSTers generally paired up to teach the classes of university students.

GERMANY

Tim Eash and Michelle Miller walk the brick-lined streets of Jena.

Eric Hollis and Tonya Boschmann attempt to pick each other's nose in an open-air market.

GERMANY

Being the first German SSTers to live in the united Germany was good fortune in many ways. We lived with families the majority of the time, including during service assignments which were spread throughout (East) Germany, we witnessed the opening of the "kultur" through families' willingness to talk, as we did in our twice-weekly lectures. Jena was littered with scaffolding, shingles, and bricks as businesses and homes renovated. Western brand names appeared with increasing frequency in shops and on billboards. East Germany had only two types of cars before die Wende (the turn) of 1989 and re-unification of 1990, but in the following months, West German, American, and Japanese cars filled the streets. We heard time and time again that we simply couldn't imagine how profound the change has been, and I imagine we couldn't have. The people were suffering economically for their new freedom, hit simultaneously with the two previously unknown vices of capitalism: inflation and high unemployment. Most people accepted the fact that the road to economic recovery and growth was long — perhaps five to ten years. Yet they will willingly endure, rather than go back to the way things were.

My family drove into W. Germany shortly after the wall fell. My brother couldn't believe that the guards were letting cars pass without a problem. He went to Vienna one weekend and tried to explain the strangeness he still felt every time he crossed the border. As he told me in his subdued english, "It was a good feeling."

— Myles Schrag

Myles Schrag and Amy Houser check out the sights in Jena.

The group listens to a tour guide under the statue of Carl August.

Kori Eckert, Michelle Miller, Kara Schloneger, Brendan Steider, Terri Miller, Phil Mishler, Lynn Borntreger.

Photos by T. Boschmann

DEMOCRACY'S UNCERTAIN FUTURE BEHIND THE IRON CURTAIN

by Myles Schrag

While the Persian Gulf Crisis, in which democracy was only a minor issue, hoarded headlines throughout 1990-91, the change toward democracy in Eastern Europe began in earnest, though not smoothly.

The breakup of the Eastern bloc in 1989 left seven nations struggling with an uncertain future—unwilling to return to communism and unequipped to embrace democracy. The Soviet Union clung to the reforms of *perestroika* despite an ailing economy and restless republics pleading for independence.

Transition's harsh reality presented itself in Yugoslavia with mass demonstrations, Romanians protesting against the ruling National Salvation Front for earlier elections, and East Germany trying to avoid being engulfed by West Germany following reunification.

The Soviet Army's violent crackdown in Lithuania was the most potent example of pre-1989 government control clashing with post-Cold War progress.

These problems prompted an Eastern Europe forum on the GC campus March 12. It was one of several forums focusing on world events sponsored by the history/political science department during the school year

One of the panelists, Walter Sawatsky, professor of church history at the Associated Mennonite Biblical Seminaries in Elkhart, claimed that the "revolution of the word" could be credited for the mostly non-violent political changes allowed by the hard-line governments.

"The power of the sword is dependent on the power of the word," he said. Once the people stopped believing their leaders' rhetoric, the government could not force the people to battle each other in the name of the State. This was enhanced by the leaders no longer believing their own rhetoric.

Professor emeritus of history John Oyer, also a panelist, said in a separate interview that, while democratization will likely continue, "I'm not as ready as some to say that democracy is the way of the future.

"Walter would say the Soviet Union can't undo the trend o democratization," Oyer said. "I think they can do it for some time with the Army and the KGB in the name of humaneness, order, trying to keep a way of life."

Oyer's hesitancy to assert democracy's hold on Europe stems from evils earlier in this century that occurred under similar hopes.

Following World War I the belief was that democracy would be established over a wider area. Instead, the rise of dictatorships in the 1930s put democracy on the decline.

"The question in the '30s was not so much your political party; rather, what was the best form of government for people to face the really serious problems, which at that time was definitely the economy."

The economy, of course, is a major problem in Eastern Europe today, as it is in the U.S. Democracy in this country has shown it is not oblivious to problems like drugs, health care and violent crime. Oyer said, "In the next 10-15 years, I wouldn't be surprised if people say it's our government at fault" as a reaction to these problems.

Crowds demonstrate for freedom in Czechoslovakia.

A.P. photo

> "Democracy has usually not moved forward in slow steady segments. There are violent swings of the pendulum."
>
> John S Oyer

Democracy also suffered a blow with Senator Joe McCarthy's extreme anti-communism in the 1950s.

"It was an example of a senator getting more political power than his office would usually allow," Oyer said. "Democracy recovered and he was able to (politically) hang himself, but those were three agonizing years."

Oyer isn't asserting that the U.S. is in danger of revolution: "Americans are dyed-in-the-wool democratic." Rather, Oyer's concern is for countries that have little democracy in their history.

"Democracy generally has worked where democratic institutions and ways of thinking have been in place for quite some time," he said. "It takes a particular ability for a people to think in terms of democracy."

Oyer cited the post-World War I situation in Germany. The creation of the Weimar Republic in 1919 relieved world fears of the Germans, but elections in the '30s showed that the German people voted for far-right or far left-wing parties.

Oyer said Western Europe is suspicious about both the German and Russian capabilities for democracy, and also doubt the Poles, Czechs and Slovaks.

The ethnic strife, particularly in Yugoslavia and the Soviet Union, has illuminated problems that were suppressed under the communist regimes by a facade of nationalism.

Senior Steve Shirk, a forum panelist who spent a term in Poland, said, "Eastern Europe has had its nationality problems in the ice box of the Cold War since the 1940s. In the name of socialist internationalism, they all had to pretend they were brothers and sisters."

The countries that are confronting democracy for the first time are quickly discovering that democracy is not an easy trip.

Citing the French Revolution as a good example, Oyer said, "Democracy has usually not moved forward in steady, slow segments. There are violent swings of the pendulum."

Because of this pendulum, the processes of these movements are more important than the individuals, i.e. Gorbachev, Oyer said.

Whether or not Gorbachev lasts much longer is irrelevant, but "I'll be sorry to see him go," Oyer said. "He's done an awful lot of good in international affairs and for Russians. There's a new hope. The (Lithuania) crackdown was the first time I thought he maybe wasn't his own master."

An interesting campus conjecture dealing with the changes would be SST units crossing over the Iron Curtain beyond Jena, Germany. At the current time, political stability and faculty that could teach the languages would be obvious problems.

However, GC currently has an exchange program in Poland and Oyer said there are Mennonites that know people in the Soviet Union that would help with an SST.

"Originally, a major emphasis of SST was on the shock value of being plunged into a new environment," Oyer said. "By doing that, we should always be trying to do cutting-edge activities, which this would be. It would be exciting."

As for more specific predictions of what the future holds, Oyer understandably declines.

"Historians are leery of predicting because the study of history itself has changes that can't be expected by even the wisest of minds," he said. The relatively peaceful and rapid changes in 1989 are the prime example of this.

"There will be lots more change," Oyer said. "You just don't know what."

KGB, HANDS
OFF
VILNIUS DISTRICT!

Lithuanians demonstrate behind a wall of Soviet soldiers against Moscow's control.

A.P. photo

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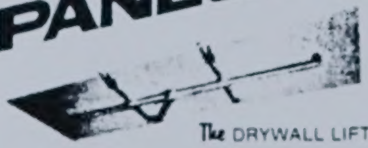

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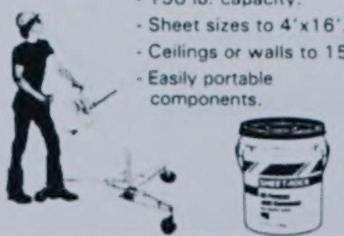

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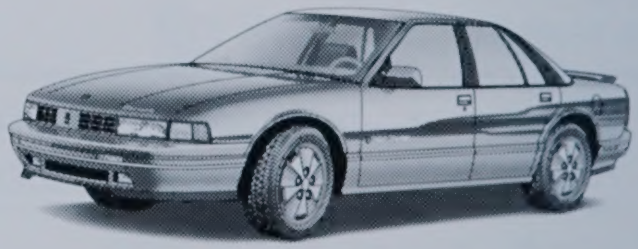

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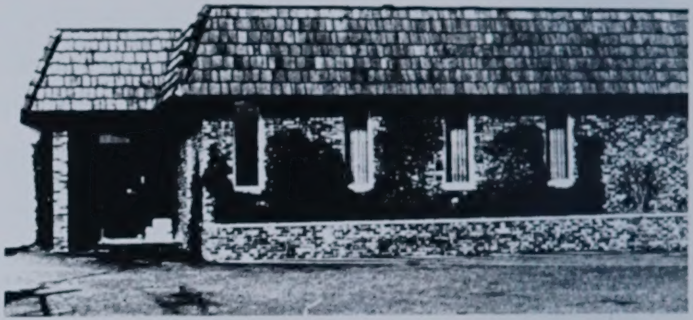

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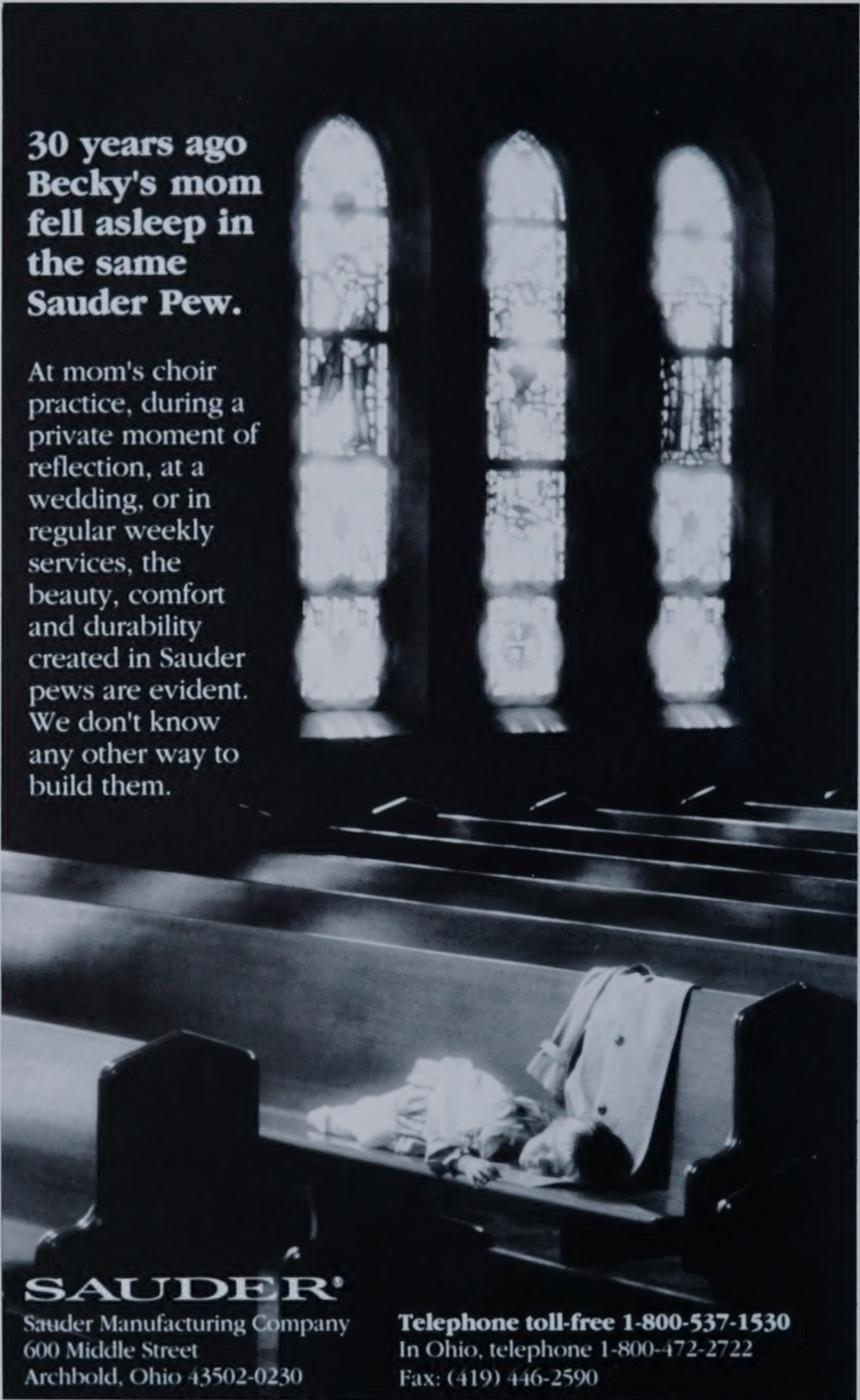

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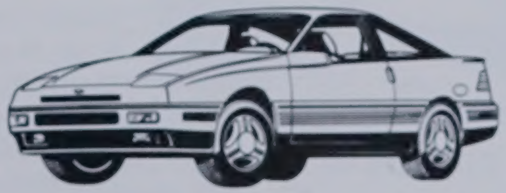

MAPLE LEAF STAFF

J. Sakai

Left: Steve Armstrong contemplates life as editor of the Maple Leaf.

EDITORS

Steve Armstrong -editor
Eunice Martin -associate editor
Michael Coventry -assistant editor
Rick Huber -assistant editor
-business manager
Susan Miller -copy editor
Randy Mast -layout editor
Sue Hershberger -graphics
Jennifer Byler -coord. of photography
Joe Sakai -head photographer

J. Sakai

Ifeoma Ezeh and Andrea Unger before a hard day at work for the Maple Leaf.

WRITERS

Brubacher, Jill
Bontreger, Myron
Cooper, Dave
Gascho, Shane
Huber, Rick
Landis, Rachelle
Maugel, Dave
Miller, Tim S.
Nafziger, Ann
Rohrer, Felicia
Samuel, Jason
Schrag, Myles
Shirk, Steve
Shreiner, Lori Ann
Wenger, Angie
Yordy, Jeanne
Zimmerman, Diana
Zimmerman, John

J. Sakai

Rich Hochstetler and Joe Sakai trying to catch a train?

LAYOUT AND DESIGN CREW

Beachy, Gwendolyn
Bowser, Suzanne
Classen, Suzanne
Gerber, Laura
Hunt, Edmund
Jantzi, Mike
Krabill, Valerie
Miller, Tim J.
Newswanger, Kendall
Troyer, Michelle
Yoder, Erika
Zaerr, Rachel

J. Sakai

Eunice Martin is baffled by the Mac once again.

J. Sakai

Michael' s favorite pastime is cutting and pasting.

SECTION EDITORS

Ezeh, Ifeoma -clubs
Thiezen, Judi -academic
Unger, Andrea -clubs
Smith, Matt -SST
Smucker, Karla -faces
Willems, Emily -sports
Yoder, Amy -business

PHOTOGRAPHERS

Balmer, Brent
Eash, Rusty
Gingerich, Sherry
Goel, Suresh
Hochstedler, Susan
Hochstetler, Richard
Jantzi, Mike
Kliewer, Cheryl
Krause, Benji
Mullet, Keith
Sakai, Joe
Troyer, Doug
Wenger, Melinda

J. Sakai

above: Multi-talented Rick Huber picks up both lines in the publications office

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